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CONTENTS

	Page
Curtain Going Up — *Ernest A. Martucci*	77
The Houseparent as a Person	83
The Stanford Achievement Arithmetic Computation Tests — *Carson Y. Nolan, Ph.D.*, and *Samuel C. Ashcroft, M.A.*	89
Observations and Work with Preschool Blind Children — *Barbara Ann Hoffman*	93
Optical Aids for Low Vision — *Bernard C. Gettes, M.D.*	98
Bowling into the Spotlight — *V. R. Carter*	100
The President's Corner — *Donald W. Overbeay*	105
To Put It Briefly — *V. R. Carter*	107

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Curtain Going Up

By Ernest A. Martucci, Drama Coach

Overbrook School for the Blind

Another school year has begun and another "Black Friday" will descend upon many drama teachers who dread the thought of the annual play. The task will seem doubly difficult if you're still fumbling with mats, prompters, long rehearsals and all those traditional methods that have been an integral part of blind stage productions for long, dark, dreary years.

The traditional approaches were scrapped this year at the Overbrook School for the Blind in Philadelphia. On November 22, at 8:15 P.M., the curtain rose on "Mr. Belvedere"; the teacher-director was seated in the audience; the familiar prompter was absent; the stage was completely devoid of mats, runners, and other directional guides. The most astounding fact is that the complete play was readied for presentation in about three weeks.

It is very important at the beginning that we concern ourselves with a philosophy. What is the purpose of the stage in our schools? Should it be only a medium of entertainment and recreation? Certainly, both of these are very necessary components in our daily lives and serve a very important purpose, but I think that the educational stage has a higher calling, that of a well-defined character building and speech laboratory, and comparable to any in the physics or chemistry departments. I, the drama director, felt that the over-all purpose of all education and particularly the education of the visually handicapped, was to prepare the student for real life situations. The use of traditional "crutch" training methods are incompatible with reality.

Drawing upon the knowledge of advances made in the relatively new field of somatopsychology, we ventured to introduce "new situations" on the stage. Knowing that frustrations will arise in the sighted world when these new situations are encountered, we endeavored to anticipate these future frustrations partially in the security of the residential school.

Mats

Traditionally the stage has been cluttered with mats, runners, string guides, scotch tape, and all the paraphenalia deemed so necessary to stage productions with the visually handicapped. It would seem that the purpose of this was to increase the mobility and ease of the actors; there is however a subtle secondary aim, that of decreasing audience tension. I asked myself the following questions:

1. By creating a false ease of mobility, are we not then hindering the realistic or natural development of independence and self-confidence?

2. Is it not more important for the blind student to develop confidence in his own sightless abilities than to have him depend on a temporary physical or psychological crutch used to reduce momentary tensions?

The questions, while on an unusual tangent, are valid and can only be answered in the affirmative. The director refused to consider mats, runners, etc., as necessary stage equipment.

Genesis

On November 1st, an announcement was made calling for interested volunteers to take part in the annual play. In years past, the participation in dramatic productions had fallen off considerably at the school. To offset this apathy (in addition to asking for volunteers—in years pre-

vious the students were assigned parts) which had fallen over potential thespians, the invitation was made only to those students who were really interested in the drama, liked working hard at it, and had the energy and imagination to attempt an experimental project. The initial turnout was well attended, but this number was reduced when it was explained to the children that there would be no mats, prompters, etc. The author, both new to teaching and working with the visually handicapped, enjoyed the challenge of working with an unknown group, where as yet there were no preconceived personal opinions.

From the group that remained, the author selected a cast trying to parallel the personality traits of the fictional characters with those of students who displayed similar traits. It has always seemed humorous to the author that, traditionally, actor selections have been determined by the quality of reading or recitations on the stage. I could not see where reading ability or recitation ability had anything to do with acting ability. Of course, by listening to a student read, you can judge many things about his posture, expression, speech, etc., but students who are superior in these areas do not need educational drama.

I am concerned with the therapeutic value versus the entertainment value of school drama. In other words, should our efforts be directed to the students who need help in order for them better to face real life situations, or should our purpose be to exhibit the gifted students, so that the audience may "oh" and "ah" at how wonderful the blind are and then offer aid. I am of the opinion that the former should be the basic aim of drama coaches in schools for the handicapped. I do not discredit entirely the exhibition of gifted students in order to bring financial aid and public acceptance for the blind or handicapped, but I am of the opinion that it is often overdone to the ultimate harm of the student and the public.

We certainly owe a great deal to the early educators and workers in the field of blind education. These students who were products of the educators and workers served a very important purpose in their day. By modern standards, however, they can not be considered successful, well-adjusted blind adults, with strong individual personalities. Educational enrichment will also take place when the average child (and we have an obligation to him) feels that he, too, can perform to the best of his ability and be recognized by his peers, even though he knows that his performance is not as polished as that of the gifted.

Less than three weeks remained until curtain time, and rehearsals were called every afternoon and evening. The many-faceted activity went on at a feverish rate and the results were quite gratifying to see. Students who had lived in a world of fantasy snapped back into reality when they realized how little time was left and the vast amount of work facing them. Students who had given little energy to drama were now coming up with ideas and innovations, set designs, etc. This type of concentrated learning has often been criticized by educational authorities, but the method was used with great success by the U. S. Armed Forces during the recent war periods when large groups of men had to be trained quickly. In psychological assessments, comparing a controlled group with a concentrated learning group, the results showed that the latter group retained a greater amount of knowledge over a longer period of time. The key seems to be self-disciplined motivation, and it was found the closer and the more difficult the goal, the greater the activity towards satisfaction.

Lines

Since the time of Aristophanes, drama

coaches have been plagued with actors who will not or cannot learn their lines. Perhaps in the future a pill might be produced from our medical research labs which will solve our problem, but until that day we might as well admit that there is a problem. A method was tried this year at Overbrook which certainly did not do away with the problem, but it did facilitate the memorization process.

The students were told to associate four letters, E for expression, G for gestures, L for lines, and P for position on stage. Hence, every line spoken by a particular actor has a corresponding position on stage, a corresponding expression and a corresponding gesture. The actors simply have to recall one of the corresponding items in the E, G, L, P setup, and the missing expression, gesture, line, or position would be found. This process can work in reverse i.e., the student may know the line but forget temporarily the position on the stage. If he then can remember the expression and gesture (he already knows the line) the position will then in many cases come to him.

This is not exactly conditioned learning, but it is to a degree associative, and the value lies in the fact that it requires a student to correlate multiple thought patterns simultaneously. I have often been asked, "Suppose they do not learn their lines by opening night?" My answer has always been the old proverb, "Believe in them and they will believe in themselves." In our modern world of today, we are made fully cognizant of the speed in which transmission of diseases, communications, etc., takes place, but still more rapid than these are the psychological transferences of such abstract entities as sincereity, love, and trust. I sincerely believed that the students could and would memorize the lines and for that matter, do the entire play. The thought never concerned me that they could not or would not. (I am sure that this trust was felt by the children). Children want the burden of responsibility, but this in itself is not enough. They also want the assurance that the adult genuinely believes the responsibility will be handled satisfactorily. Many times we give responsibility hesitatingly, hinting dire threats in case of failure. The children sense the insecurity of this type gift and usually do correct, but mediocre work.

It may be interesting to note that I never allow the student to become too familiar with the lines. In such cases where this does happen, the performance becomes "canned" and usually expressionless. It is important that the student know the lines well enough to recall them to active thought process but not well enough to become rote memorization. I like working with thinking human beings, not mechanized robots, which is often the ultimate goal of many drama coaches.

Rehearsals

Drama group will meet tonight from 8:00 to 10:00 P.M. This notice, another bit of traditional theatre, went the way of all flesh this year. When a time limit is set for a rehearsal, i.e., 8 to 10 p.m., the student also sets a time limit for himself. This is a false goal, yet everyone, including the director, works for quitting time. This is seen in many of our industrial plants today. The student or worker knows that at such a time he will be finished. This sets up a negative or avoidance situation. If he likes the play or his work, he will dislike the idea of stopping at a pre-arranged signal. If he doesn't like what he is doing, the time to be spent is a period of boredom, and it annoys him considerably. It is much better to create a positive atmosphere. One way of doing this is to disregard the time limits and substitute achievement levels, *Tonight we're going to perfect Act II, Scene III.* This then sets up a positive goal, which is satisfying and possible to achieve. The student who enjoys the play will work for

perfection and will not have to be concerned with time limitations. The student who does not like the work will be concerned with achieving a satisfactory level so that he may be reelased. The burden in this case will be on his performance over which he has control, and not on the clock over which he has no control.

Again Lines

Another point of debate among drama coaches is whether the player should memorize the part exactly, with no deviations from the printed word. The argument used in favor of this is that the neophyte actor can hardly improve on the creative author. The argument is valid but not reliable. In a complete play part, there might be ten to fifteen words the student will stumble over constantly. When this occurs, the remainder of the line or thought will be suppressed until that one word is recalled. It might be interesting to note that if many such difficult words are gathered it may give a clue to some suppressed traumatic experience in that person's life. This is, of course, not our concern here, but the author's first love is speech therapy with a particular interest in stuttering, which to a great extent has overtones of the above.

The point here is simple: Would it not be better to have the student substitute a word or phrase, provided the thought, continuity, or humor would not be affected, than have him stumble over a word he subconsciously dislikes? The reader, after recovering from the shock of an ordinary teacher changing the prose of an artist, might ask, "Isn't this letting the student take the easy way?" The answer is no. It is possible, provided there is professional guidance, to familiarize a student with traumatic experiences which have been suppressed; but to have a student repeatedly recall an unpleasant experience through word association is of little value unless there is a great deal of psychological therapy as mentioned before. This year if possible, we are going to try one of the newer types of plays, and one in which the student makes up his own lines to a set situation. To some this might seem somewhat bizarre behavior, but (remember we are using the stage for experimental purposes) this type of drama forces the student to think creatively, which, as goodness knows, is a forgotten part of traditional education. A common fault with many drama coaches is that they never consult with the cast when making policy, set changes, etc. It is very important to let the children know that their opinion is valuable and they are worthy of recognition for those opinions. Some very fine ideas were expressed by students and later incorporated into the play when I held group conferences with the cast.

A Bit of Flavor

A keen sense of humor is probably the most important single trait that a teacher can possess. It is doubly necessary when students and teachers are working in a tense situation. I can quote many instances in military life, under conditions of extreme tension, when a remark or witty saying boosted morale enough to stave off defeat. The excuse for a "sour puss" that many teachers give is that they no longer consider children's actions humorous, or that they know all of the tricks, or (and this is the best one I've heard) that the principal wanted them to be serious. A person may rationalize a "sour puss," but a teacher who has lost his sense of humor must be a very poor teacher indeed. A learned man in the field of education once said, "Go ahead and smile, and see if your face will crack."

The Abolition of Mats

Everyone was very skeptical concerning the abolition of mats, guides, etc. I frankly admit I was not. I asked myself these

questions: "How did the student learn to get about when he first arrived at this school? There are no special guides or runners, so how did learning take place?" The most likely answer is trial and error. But there are two other kinds of learning: conditioned reaction and perceptual reorganization. The children, on arriving at the school or a new cottage, found their own way through trial and error learning, and had barked shins and skinned knees to show for that learning. I wondered why the same couldn't be done on stage using trial and error, and if the method of perceptual reorganization were added, only not quite so suddenly as the *Gestalt* school advocates, could not students become as familiar with the set stage as their cottage. The author tried to give the student a chance to get a mental picture of the stage and props, combine it with some trial and error learning, then proceed as if the student were sighted.

The stage was completely set up, according to the set design, before rehearsals began. The location of each prop was then chalked on the floor so that it could be returned to exactly the same positions should it be moved between scenes or acts. I then asked the actors to come up on stage and "see" or perceive the whereabouts of the furniture. After about two days and a few barked shins, the children were quite familiar with the set. After the first few days of rehearsal, the mobility of the actors was the least of my concern.

Butterflies

The play's opening was approaching, and the first symptoms of fear and anxiety began to show. I have often been asked if it is wise to expose our children to fear. The answer to this has always been yes. We all live with some fear and anxiety; I am the first to admit to a nest of butterflies in my stomach, and a sleepless night before every opening curtain. I don't believe I will ever get to the point where I will be calm, cool, and collected, and perhaps it is best that I never do.

We all experience fear at one time or another, and at one time or another we are all doubtful of our abilities. This is not to say that we shouldn't believe in ourselves, but we should recognize these shortcomings and move to compensate or correct them. It is good for children to be exposed to fear and anxiety, under guidance, of course, in order to train them to be able to cope with these situations when maturity is reached. Fear becomes maladjustment or non-integrative behavior when we begin to be apprehensive of fear itself. Anxiety is maladjustment or non-integrative when the conflict, frustration, or anxiety is unresolved.

The new situation was fearful and it became quite interesting to me to see students in a state of tension. Three days before opening night the trouble began. One actor had a paralyzed leg, another had a sore throat, another had a stiff neck, others grew negative, one actor kept going to sleep, another refused to come to rehearsal. This is the place many drama coaches feel like taking gas. People who use the mental mechanism of hysteria to excess usually show a life pattern of overdependency. Surface cures are suggestion (since hysterics are very suggestable) and making the sickness unpleasant. The children were in this case not actually hysterical because the disturbance would be over after the play. The author tried to combine suggestion and making the sickness unpleasant in curing the "mild hysteria." Although educators do not favor sarcasm, I found that when it was mixed with humor, suggestion, and used plenty thick, the sicknesses quickly disappeared. The children did not mind the kidding, and it was all in good fun.

Assistants

In many drama departments, assistants to the director can be compared to a

South American army. They have any number of self-styled, self-appointed generals, all professing to know all there is about the subject. Let me be the first to admit that stage direction is not difficult to learn and any one with average intelligence, and with a little training, can become a good director. The children and issues often become confused with too many assistants. Rapport is established quicker between the students and one director.

The Accident

The play had one mishap, or accident, if you will, and the "I told you so" group ran riot at the start. Well, let's first see if it was an accident. The leading lady walked into a small end table and knocked over the telephone. In addition to waking up the overstuffed man in the third row left, it created an extremely tense, emotionally charged situation for the girl. Let's see what could have happened:

1. The girl could have "dropped" into a chair and cried.
2. The prop man could have replaced the telephone, either closing the curtain to do so, or simply doing it as the play went on.
3. The girl could have fumbled for the telephone on the floor.

This is what did happen. The prop man picked up the telephone, placed it on the table, and the play went on uninterrupted. This was the only incident in the whole play where anything was so much as grazed by an arm or an article of clothing. Again I add that the lead girl and the co-lead boy were totally without sight. Is it not possible for a visually handicapped person to do this exact same thing while he, for instance, is in another person's home—a home where there are no special mates to give warning of a telephone on a table? Was it not a learning experience to have this happen in the secure world of the residential school (even though this situation was emotionally charged) so that if this same or a similar incident occurred, the student would have the experience of the frustration? In the future, this young lady will be more able to adapt to it! Questioning her later about the incident, I was very gratified to find that she considered the incident handled very appropriately and would now act the exact same way should the situation present itself again, except that she would apologize to the hostess, where in this particular play she portrayed this part.

Evaluation

In any study or professional article, the most significant section is listed under the heading of evaluation or assessment. Any scientific evaluation would be terribly subjective, especially when the author does not have the clinical or journalistic experience that would give the report objectivity. From this *pot pourri* did come a number of measurable results:

1. The leading lady, a very pretty and pleasant girl, had always wanted to attend a college away from home. She knew she could do the work but was concerned with the aspect of a campus life. She was anxious about moving around on a new campus. I am happy to report that she is presently enrolled in a college some distance from home and is doing quite well.

2. The co-lead male, a very good looking boy, but withdrawn and a primary stutterer, gained the needed recognition he had been for so long denied by his father. With some elementary, non-directive counseling, assurance, and practice, the boy did a superb job, and later went on to be nominated for student council president. Although he did not win the election, the confidence shown by others in nominating him gave him some much needed faith in himself.

3. The prop man, who had previously been a "furniture mover," when given a

chance displayed a very definite ability toward the artistic. He has only light perception and is a Braille student, but some of his suggestions regarding colored lights and set decorations were of high quality. He has subsequently been responsible for a number of set designs on the smaller plays which are given after morning exercises. These sets displayed good symmetry, color harmonics, and mechanical ability (in the case of simple construction) of a rather high order.

4. A junior high supporting actor had been a behavior problem. He was at that age where he wanted to try out the patience of adults. The chance to act in a high school play gave him the recognition of his peers and he no longer felt the need to be the "wild one." As a start, his behavior improved markedly; however, he still has to grow up to face other problems which are more complex. Perhaps further experiences in a new situation will give him the background to cope with such problems, and a further study of his case would prove the therapeutic value of the stage.

Other cases were not as well defined as the above and if there had been any growth in the new situations, it cannot be meas ured objectively enough to be reported here.

Fini

The final chapter was written in a small Italian restaurant in the city of Philadelphia. Students connected with the play were invited to dinner by the owner who was so impressed with the performance that she invited the entire cast. Again the new situation prevailed, there were no special preparations of the food and the restaurant was open for business as usual. The author took the liberty to design a special seal or coat of arms for the drama group and had this applied to ceramic ware, which was distributed to the players for their achievement.

Again "black Friday" will befall many drama coaches, but it does not have to be so black. Drama should never be a chore and a job that has to be done; rather, let it be the laboratory of life and the fulfillment of the creative talents.

The Houseparent as a Person*

The position of houseparent has attracted a great deal of attention during recent years because of the key position in which this person works. The care and training of children call for the finest qualities that are known in human beings. If a list of qualifications needed by houseparents were made, it would be an exceedingly long and exhaustive one. The list would include such items as: unquestioned honesty, high integrity, and a generous portion of good common sense. Such qualities are difficult to measure, but without them a houseparent cannot do the best for her children.

During recent decades there have been many changes in the concepts of what a houseparent must be. At one time she was considered little more than a housekeeper, but today the houseparent is a rich combination of parent, counselor, confidant, nurse, beautician, and spiritual guide. The position of houseparent is truly a high calling and one which should bring pride to any person so employed.

There have also been other changes during recent years. There are fewer children per houseparent. There may still be

*(In August 1958, an institute for houseparents was held at the North Carolina School for the Blind. The stenographic notes of the institute are being organized into a manual for houseparents. The article which follows will be the first chapter of the manual. Credit for writing the article is not given to one person, as it represents the composite contributions of the several resource people and the houseparents who participated in the discussions—Editor.)

too many children, but there are not as many as in former years. Houseparents' salaries have increased, and the working hours are better. All these things indicate that the houseparent's position is one of great importance in the care and rearing of children.

What kind of person is the modern houseparent, and what should we expect from her today? Most of the people who become houseparents are those who have had homes and children of their own. After their children are grown and no longer need their services, these people feel a desire to continue to work with children and find the position of houseparent to be an interesting and worthy one. This experience gives the prospective houseparents a good background for the work they are to do, but does not necessarily mean that they will be good houseparents.

In going into this field of work, they should consider whether they are the correct type of persons to serve the boys and girls of the ages and conditions existing. Is the houseparent open-minded and ready to learn new ideas? Will she be able to adjust herself to the requirements of the job? Will she plan her work in advance, or will she improvise as she goes along? Will she seek supplementary ideas and advice from many sources, or will she insist upon injecting her own thoughts into all situations and problems? Will she be able to manage her cottage or dormitory in a way that will bring good training and care to the children and many pleasant experiences to her? Will she be able to organize and direct the affairs and activities of her building and her children, or will there be a state of confusion which keeps her and the children in turmoil?

Many people find a great pleasure in the work of the houseparent, but much depends upon the general adaptable personality of the individual. What are some of the personal characteristics and traits necessary to assure a houseparent of success? A few important characteristics have already been mentioned, such as integrity and honesty, but a person with these characteristics is not assured of success as a houseparent. They are necessary, but they do not meet all of the requirements. What are some other characteristics which a person must have in order to be successful?

Emotional Stability

In listing the necessary characteristics for success, it would certainly be advisable to put emotional stability near the top of the list. Is the houseparent the type of person who goes to pieces in a crisis or the type who can remain calm when others are excited and irrational? Is the houseparent the type of person who, while working to make corrections, can refrain from becoming too irritated when children continue to disobey her rules or to ignore accepted codes of behavior? Can the houseparent continue to be pleasant and calm even though weary and frustrated?

The houseparent should find happiness in her work. The joy of living with children and serving them must bring a sort of inner happiness and contentment to the houseparent; and if this quality is lacking, the houseparent should take the necessary steps to achieve it. The houseparent should be a happy person and work with a smile. There should be a smile on her face and a smile in her heart.

The houseparent should always have a professional approach to her problems. This means that she should be able to discuss the problems of her children with other members of the institution staff without feeling that the shortcomings of the children are her personal fault. The houseparent is a part of an important team of workers in the institution all of whom are responsible for the growth and development of the children. The various members of the staff should neither criticize each other nor blame the shortcomings of

the children on others; nor should the staff members, including the houseparent, assume that the weakness of the children are an indication of their own lack of skill. Members of the staff must be able to discuss the qualities of behavior of all the children with each other without arousing personal feelings. This is the professional approach to the problem.

The houseparent should have a continuing perspective of her work. She must think of the long-term program of guiding a child into a useful, cooperative adult. Problems arise every day; in fact, it has been said that she should expect one crisis a day. If the houseparent allows the daily difficulties and problems to give her a nearsighted approach to her work, she will not do her best for the children. There will always be problems and difficulties, and a houseparent must be able to look into the future to see the total effect of many years of training on boys and girls as they grow toward adulthood. Many houseparents are inclined to place greater emphasis on the "problems of today" than they warrant. This can be changed if the viewpoint is in greater perspective, and the problems of today can be viewed only in their relationship to the long-term job of training John and Mary.

The houseparent should be the type of person who can derive satisfaction from the daily associations with co-workers. If people do not like the majority of those with whom they are daily associated in their labors, they should move to another location where there can be congeniality. All people, including houseparents, should work constantly to develop the ability to understand and appreciate others who are near them. Individual differences are common among all human beings, and it is necessary to accept these differences without being too critical. In many cases the individual differences which we may dislike are relatively unimportant. If a person is basically good, honest, and fair in general characteristics, he should be accepted by others at true face value and enjoyed in the daily associations. Sometimes we find a person who says, "I believe in being frank with people." Being "frank" usually causes hard feelings and, as a general rule, frank statements are related to small superficial differences which are not basic in a person's character. Some people cannot refrain from talking about other staff workers in a gossiping manner. This procedure would be quite satisfactory if the gossiping comments were good ones, but this is seldom true. Unfortunately, gossip is uncomplimentary. Perhaps the best policy for the houseparent to follow would be to say something nice about fellow workers because — "if you say something nice about a person, it's not gossip."

Emotional Adaptability

The person who accepts a postion as houseparent probably brings to the job a great many preconceived ideas about the handling of children. Many houseparents have had children of their own, and they feel that the procedures used in training their own children should apply to the dormitory or cottage situation. While they often gain helpful insights from their experiences with their own children, these preconceived ideas of the houseparent are based on the training of one, two, or three children in their own homes where some practices can be followed that are not practical with a larger group. The larger group also presents a wider variety of personalities all of whom have to be treated differently.

The houseparent must bring to the job an emotional adaptability which will make it possible to evaluate the personalities of all children, their peculiar problems and interests, and to follow courses of training that will be of value to each boy and girl. In some instances, the children must be treated as a group; in other cases, they

are handled as individuals. For the group there must be a general organization. There must be rules and regulations. There must be a time to go to bed, a time for meals, a time for all general activities. As individuals, the children must have opportunities to talk to the houseparent and other staff members in a quiet confidential manner in order that each child may get assistance without feeling that the entire group is present or listening.

Some parents allow their small children to go to bed at 9 or 10 o'clock at night. Other parents insist that the children be in bed by 7 or 7:30. If the parents in these two situations should some day become houseparents, it is obvious that there must be some adaptation to the general rules and regulations of the institution which established the bedtime for the children. There is also a variation in the eating habits in the homes of America, and the mother who has reared her own children on vegetables may find when she becomes a housemother that the institution has a dietitian with food service ideas of her own.

The new housemother must adapt herself to a new situation and try to evaluate the activities of the institution in the light of the ultimate goal for the boys and girls. The new housemother who feels that all children are individualists and must be treated as such may find her cottage to be in a constant state of confusion because she fails to see the entire group of children as a part of an organization. If the houseparent is inclined to see the children in the cottage as a complete group but fails to view them as individuals, she may find that a machine is being operated which ignores the personal characteristics of the boys and girls.

As a houseparent, a person will be confronted with varying philosophies in the care and ruling of children. The new houseparent must be adaptable, must be able to evaluate the various theories and practices and to refrain from insisting that those which were followed with her own children are the only acceptable ones for use.

Spiritual Balance

Most people are inclined to be religious. This is a very fine characteristic and one which houseparents should have, but the matter of being well-balanced in religious and spiritual beliefs and activities is of great importance. Most people belong to a particular denomination by accident of birth, and, through the process of training and guidance, they have developed a feeling of loyalty to the denomination. This in itself may not be bad, but a person coming to the position of houseparent will find that she has the responsibility of guiding the spiritual thoughts of children who have come from many backgrounds and many different religious beliefs and practices. The houseparent is faced with the very important problem of trying to give spiritual guidance to her children without promoting or criticising any particular religious faith.

The houseparent who has strong loyalty for a particular denomination may find that she is not giving true spiritual guidance to her boys and girls, but is substituting a few limited concepts for the broad term "spiritual" which should be her guide in all matters. The terms "religious" and "spiritual" are not synonymous. In some instances, the houseparent may be overly religious without having strong tendencies toward a particular denomination. This may also be an unsatisfactory approach as there must be balance in the handling of religion in a cottage. An overly religious person may stimulate children to be emotional to the point that it would actually prevent them from being truly spiritual.

Some people have very little spiritual belief, which could be referred to as "insipid religion." Religion is tolerated, but

it never becomes a part of the true life of the individual. If such a person becomes a houseparent, it presents problems which are truly as great as those created by a person who is overly religious.

The children in a cottage or dormitory come from many backgrounds, and there are always some who have a well-balanced portion of religious training. There are others who have been over-stimulated, and there are some who come from homes with no religious affiliation or interest. Obviously, this situation requires a tremendous amount of spiritual balance on the part of the houseparent in order that the children may grow properly. Perhaps it is not the job of the houseparent to take over any of the responsibilities of the home or the church in teaching religious standards, but it is important that she provide an atmosphere for spiritual growth which the children will like and respect.

Personal Appearance

The society in which we live establishes many requirements regarding our personal appearance. We are told within certain limits the things that we may or may not wear. We are given reasonable latitude in adapting the requirements to our particular needs, but it is not the privilege of a houseparent to ignore general requirements for dress, cleanliness, and appearance We are given a range of choice in our practices, but the range is bound on both ends, and we do not have the privilege of disregarding the limits. The houseparent must be a person of culture and refinement. She cannot be such a person and be slothful in her appearance. All people place themselves in a class of society by the way they dress and act. A houseparent can make people think she is in the scrub woman class if she dresses and acts like one. Similarly, she may cause people to think she is a person of supreme refinement if her general appearance indicates this.

Within a cottage or dormitory there are always some children who are quite conscious of their clothes. They are also conscious of the appearance of the houseparent. In the average home a child can freely express himself regarding the dress of his parents, but in a cottage in an institution, the children may not be quite so free. If the houseparent is negligent in personal appearance, the children may notice it but feel that they do not have the privilege of saying anything about it. This makes it important for the houseparent to always make a good appearance and to encourage boys and girls to do likewise.

Education

Progress made in the development of the position of houseparent during recent decades has caused everyone to realize the importance of education. Formerly, there were no educational requirements. Today the requirements are gradually getting higher. More academic education is required, and opportunities are being offered on many campuses for houseparents to have in-service growth. This may be in the nature of important books and periodicals in the campus library. There may also be a shelf of special books of interest to houseparents in developing their abilities to guide children. Some institutions have series of professional meetings for the houseparents at intervals throughout the year, bringing in speakers who are experts and promoting discussions of problems related to cottage and dormitory management. A few colleges and universities are beginning to offer some courses that are designed for houseparents. As a general rule, such courses are limited to houseparents who have graduated from high school and are eligible to enter the higher educational institutions; but this is not always the case.

Many opportunities for educational and professional growth are now available, but

each houseparent must select the things that can be done for his or her own personal advancement. This may include a wide variety of topics in addition to those mentioned above. The general development of the houseparent depends upon such things as the types of magazines read from month to month, the topics of conversation, the quality of television programs observed, and the types of organizations, such as book clubs, which may be a part of the regular life of the houseparent.

The position of houseparent is one with great possibilities. It is developing rapidly into a position of dignity and importance on every campus. The greatest single factor in the growth of the houseparent is the houseparent herself. She, alone, can determine whether she will take advantage of the many opportunities that are available and try to grow into a more efficient person.

AAIB Membership Growth

By Ross L. Huckins

Membership Chairman, AAIB

The AAIB has grown a great deal, professionally and in membership, over the past eight years. Much of this growth may be due to the workshop procedure at conventions and their activities between biennial conventions. The workshops have been a method of communicating directly from the membership to the elected leaders of AAIB. Our membership can be proud that we are dedicated to the education of the child who is blind, regardless of the particular type of program in which the child is receiving his education. All programs have much to offer and learn from the other types. The important thing is the best education possible for the particular child who is blind.

Much of the recent growth in our membership has been from educators in the public school programs for the blind. In several states, the public school programs for children who are blind are fairly new and the teachers and administrators may not yet be aware of the AAIB and the opportunities for professional growth through active participation in the workshops. We appeal to you to extend your hospitality to them. Welcome their ideas and the privilege of exchanging practices and thoughts with them.

Our fiscal year has changed so that it coincides with the calendar year. Please change the expiration date on your membership cards from June 30, 1959 to December 31, 1959. You have thereby been granted six months membership without cost, and you have received *The Journal* gratis for two copies.

Our 1959 membership total as of February 1 is 1,286 and memberships are still coming in. If you have friends who may not be informed about our AAIB, is is not too late for them to join for this year.

It has often been a problem for the workshop chairmen to know all who are interested in their particular workshop. This year, each member indicated workshop interests on the membership roll. The workshop chairman may obtain the names and addresses of those interested in their field by writing to your national membership chairman, Ross L. Huckins, 3001 Derby St., Berkeley 5, California.

The Stanford Achievement Arithmethic Computation Tests

A Study of an Experimental Adaptation for Braille Administration

By

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and

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During the last two decades, use of the Braille adaptation of the Stanford Achievement Tests* in assessing scholastic achievement of blind children has become widespread. Subject tests of these batteries at all levels are available for testing blind children except for the tests of Arithmetic Computation. These are excluded on the basis of earlier research by Hayes, who reported [1, 2] that the blind scored considerably below the sighted in Arithmetic Computation and suggested[1] that for this test the seeing norms for the next lower grade be used. In the latter paper[3] he gave data for 600 children in grades 4-9 (Test Forms V, W, X, Y, Z) which showed the blind to achieve within sighted norms on every subject test except Arithmetic Computation, where they achieved approximately 20% below the sighted norms for each grade. He attributed this result to unsuitability of the test contents for the blind and suggested[4] that some other test be substituted. Subsequent adaptations of the Stanford Achievement Tests have excluded the Arithmetic Computation subtest.

Recently requests have been made that these tests be again included in the Braille editions of the batteries. In response, the Department of Educational Research of the American Printing House undertook the reevaluation of this problem. Plans were submitted to Dr. Hayes, who responded[5], ". . . I have now studied it over more carefully, and find that with the new method of set-up in print — especially the printing of alternative answers, so pupils will not have to use a slate for most of their answers — and the lesser emphasis on column addition and complicated examples which require the use of a Taylor or other slate, most of the items could be handled mentally by blind pupils." The outcome of an experimental evaluation of a Braille adaptation of the Arithmetic Computation Tests is reported below.

Description of the Tests:

The tests used were all four levels of the Arithmetic Computation Tests from Form J of the Stanford Achievement Tests. Each test was divided into two forms of equal difficulty by allocating odd items to Form A and even items to Form B. This allowed the test to be given in two sittings. Time for each Form was set at forty-five minutes. Braille problems were presented exactly as in the print edition. The instruction required that the

*Print edition published by World Book Company, 1953.

responses for the Primary and Elementary level tests be written on a Braillewriter or slate, while those for the Intermediate and Advanced level tests were indicated by pencilling a line through one of five responses written below the test item. The tests were available in both the Taylor and Nemeth Codes.

Procedure:

The tests were administered at nine residential schools for the blind during the latter half of October, 1958. Every geographical region except New England was represented in the sample. The tests were administered on successive days with the order of presentation of the Forms A and B being systematically varied among the schools. Although the four levels of the test are designed to cover grades one through nine, it was practical to administer the test to only children in the four grades listed below. The samples consisted of the following:

a. Primary Level — 77 children in grade three, ages 7 years, 4 months to 14 years, 10 months; median age 10 years, 4 months.
b. Elementary Level — 70 children in grade four, ages 8 years, 9 months to 15 years; median age 11 years, 5 months.
c. Intermediate Level — 57 children in grade six, ages 10 years, 3 months to 24 years; median age 13 years, 10 months.
d. Advanced Level — 78 children in grade eight, ages 12 years, 11 months to 22 years, 7 months; median age, 16 years, 4 months.

Personnel of the residential schools administered the tests, which were then returned to the American Printing House where they were scored and checked.

Results:

The reliabilities of the Braille Arithmetic Computation Tests compare favorably with those obtained from the regular tests. Comparative data for the print and Braille forms of the tests are given in Table 1. Therefore, the tests have sufficient reliability for practical use. It must be emphasized, however, that this reliability of measurement is obtained only when both halves (Forms A & B of the Braille tests) are used; use of one half only results in reliabilities of approximately .65.

Table 1

Reliabilities of the Arithmetic Computation Tests

Level	Grade	Subject Number		Reliability Coefficient*	
		Blind	Sighted	Blind	Sighted**
Primary	3	77	244***	.90	.88
Elementary	4	70	251	.90	.88
Intermediate	6	57	248	.85	.89
Advanced	8	78	254	.89	.86

*Split-half, corrected by Spearman-Brown Formula
**Taken from the print 1953 Test Manuals
***Second grade children

The time limits for the test appear to require a slight increase. The basic assumption required for the use of sighted norms for blind children is that blind children will have an equal opportunity to attempt as many items on the test as do their sighted peers. Comparative data for per cents of blind and sighted children who attempt within four of the total number of test items are given in Table 2. Data for sighted children are based on results obtained from samples of 100 children per level on Form Km of these tests. The data were kindly fur-

nished by World Book Company at the authors' request. The average for items attempted was 64% for the sighted group, as compared with 46% for the Braille group. By extrapolating the blind groups' distributions of items attempted, it was roughly determined that these distributions would approximate those of the sighted groups if the time for the blind was extended to 55 minutes for each half of the test. This should more closely equate opportunity to attempt equal numbers of items for the blind and sighted groups.

Table 2

Comparisons of Percent of Blind and Sighted Children Attempting within Four of the Total Number of Test Items

	Blind			Sighted*		
	Grade	N	% Attempting most items	Grade	N	% Attempting most items
Primary	3.2	77	14%	2.2	100	6%
Elementary	4.2	70	40%	4.2	100	87%
Intermediate	6.2	57	59%	6.2	100	75%
Advanced	8.2	78	70%	8.2	100	89%

*On equivalent Form Km

Table 3

Indices of Achievement for the Four Groups

Total-group Grade Norm Scores	Q_1 25% Point Grade	Q_2 Median Grade	Q_3 75% Point Grade
Primary Test (Grade 3.2)	2.2	2.5	2.8
Elementary Test (Grade 4.2)	2.8	3.7	4.2
Intermediate Test (Grade 6.2)	4.1	5.2	6.0
Advanced Test (Grade 8.2)	5.6	7.1	8.4
Total-group Grade Norm Scores Minus			
Grade Placement	Years	Years	Years
Primary	—1.0	— .7	—.4
Elementary	—1.4	— .5	.0
Intermediate	—2.1	—1.0	—.2
Advanced	—2.6	—1.1	+.2
Total-group Age Equivalents Minus			
Chronological Age	Years	Years	Years
Primary	—3.6	—2.1	—1.6
Elementary	—3.2	—2.0	— .11
Intermediate	—4.4	—2.2	—1.5
Advanced	—4.11	—2.4	— .4

Achievement results for the groups at all levels are given in Table 3. Presented are scores representing the first quartiles, medians, and third quartiles for the score distributions of the groups at each level. Data are presented for the following distributions: (a) Total-group grade norm scores, (b) Total-group grade norm scores minus grade placement, and (c) Total-group age equivalents minus chronological age. Achievement of the groups in arithmetic computation is most clearly indicated by the data in Table 3 which represent total-group grade norm scores minus grade placement. Approximaltely 75 per cent of each group falls below the expected achievement for that grade. Median retardation for grade three pupils was 7 months with retardation increasing upward through the grades until it reaches 1 year 1 month for eighth grade children. When chronological age is taken into account, retardation becomes more pronounced. However, it must be remembered that achievement for these subjects is underestimated by these scores due to the time factor mentioned above.

These results, then, are substantially the same as those obtained earlier by Hayes[3], where he reported that children in grades 4-9 achieved approximately 20% below the sighted norms in arithmetic computation. Our group in grades 3, 4, 6 and 8 achieved approximately 16% below the sighted norms in this test. Hayes[4] maintained that some of the computation test items from the Stanford Achievement series were too difficult for the blind. A study of item difficulties for test at all four levels is planned in order to examine this hypothesis.

It is interesting to note in Table 3 that the interquartile range (Q_3—Q_1) increases from 6 months for grade three to to 28 months for grade eight. While several factors probably contribute to increasing the spread of scores within the groups, it is suspected that a major factor is the differential emphasis upon arithmetic and computational methods among the several schools. The results of an analysis of school differences in achievement for total score and individual problem types will be included in a subsequent paper.

SUMMARY

The results of administration of a Braille adaptation of the Stanford Achievement Arithmetic Computation Tests, Form J, to 282 blind children in grades 3, 4, 6 and 8 of nine residential schools for the blind show that for these grades:

1. The tests show sufficient reliability for practical use;
2. Time (45 minutes) for each Form should be increased to 55 minutes;
3. Blind students score approximately 16% below the norms for sighted students;
4. Not only does median retardation increase with grade for these groups, but individual differences in achievement within groups become more pronounced.

The authors believe that these tests can be useful sources of data concerning the Arithmetic Computation achievement of blind children. However, these results should be considered as tentative, pending analysis of further use of these tests. It is tentatively planned to include these tests in the Braille adaptations of Form J of the Stanford Achievement Tests currently available from the American Printing House.

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Observations and Work with Preschool Blind Children

By Barbara Ann Hoffman[3]

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I will start this paper by briefly telling you about our preschool program for blind children.

This report covers children ranging in age from one day to six years. In the program the families are visited as soon as the ophthalmological diagnosis is made and the agency notified by either the family or the doctor. Close contacts with physicians and hospital clinics often enable us to render service during the crisis period when the diagnosis is taking its emotional toll among the parents of the children and their relatives. This aspect of the program is mentioned briefly to point to the significance of individual differences among parents in handling emotional reactions to the medical diagnosis at this time. This is a crucial life period which will determine in many ways attitudes, expressed and unexpressed, towards the visually impaired child.

The observations to be discussed here are just that: observations. In the near future it is hoped that they might be tested in hypothetical form experimentally as part of the psychological service offered in the form of action research.[2] Many of the following observations confirm the reports made by our colleagues who have also worked with visually impaired preschool children in other parts of the country. Therefore, we believe that we are not dealing with a biased sample when we report our findings in this small sample.

Readiness means that the child has reached a level of maturity where he is able to benefit from a small group experience with children in a nursery situation which emphasizes opportunities for socialization and sensory exploration. A blind child who is functioning at a social age of three years should be ready for such an experience. Social age as measured, for instance by the Vineland Social Maturity Scale, is more useful in predicting the readiness of a child than is chronological age.

The following are good criteria for readiness. Successful integration into a nursery program requires that the child be functioning at a social age where he or she finds the presence of other children alluring. Since it is not infrequent that the blind child has had no other children of its age to play with, the new child in the nursery may have to learn how to play. This child may have to be helped into the parallel play stage by an understanding teacher. Another aspect of readiness involves an interest in simple toys, transitory as it may be for a three-year-old. Finally, readiness also requires independence in walking, some speech, and that the child be at a stage in toilet-training where he or she habitually indicates in some way the need to be toileted. This does not imply that toileting "accidents" no longer occur. It simply means that the child does attempt to communicate the need for toileting. The absence of toilet-training can be reflection of something other than social immaturity. It may be a symptom of a problem which requires our services.

Interest in other children and in exploring through play the world of toys are the most important factors determining readiness for nursery school in children from the psychological point of view. The preschool years are crowded with

learning experiences for children. When these experiences are adequately assimilated, children are better prepared for the more complicated learning requirements, both academic and social, which occur later.

The development of a satisfactory relationship with at least one parent figure is one of the most important learning requirements for a preschool child. This relationship in turn will foster the evolution of a self concept in a child. The youngster, through this relationship, separates himself from his environment by becoming aware of himself as a person. As we have noted, this self concept evolves in a self-other relationship.

Another important learning experience for all children during the preschool years is that of learning through play. When the preschooler has begun to see himself as a person in relation to the important others (family figures) in his immediate environment, he is then ready for this important area of learning. At first the child learns solitary play, which broadens into parallel play with other children, and finally matures into cooperative play.

Normally, the development of the self concept and the development of play occur through observation of others by the child and interpretation by the child in his own terms of the actions observed in what we sophisticates refer to as creative play.

From this description, we can readily understand the importance of vision to the development of the preschool child. We can also see a real need for supplementing the opportunities open to children who from infancy have had a serious visual impairment.

From our experience, at three years of age the normal blind child who has no other physical restrictions will benefit from a nursery experience which emphasizes socialization and sensory exploration. We do want to keep in mind that if a child should happen to reach the social age of three before the chronological age of three arrives, he or she is not held back. Children have been successfully integrated into nursery school at the age of two. Our follow-up of older children confirms the feeling that blind children are better prepared for kindergarten and first grade when they have had a group experience where there is emphasis upon socialization and sensory exploration. The children who have had such an experience and who are now in public school are both academically and socially more successful students than those blind children who have never had any form of previous group experience before entering kindergarten.

This report is confined to two groups of children. First, all the children in both groups are children whose chronological age is three and over.

The first group of children are severely visually impaired children: Congenital cataracts bilaterally form the largest group when we speak diagnostically of the first group. These children are so severely impaired that the ophthalmological diagnosis is tentative enough to make planning for Braille classes practical.

The second group is composed of children who, from the very beginning, are known to require Braille when they are old enough for academic training.

We find that the degree of visual impairment has some relationship to readiness for a nursery school experience by the age of three years. This physical factor is probably not directly related to the child's development but it precipitates differences in parental handling which account for a distinct difference in social maturity in the children by the time they reach three years of age.

The children (Group I) who are severely impaired and are borderline sight-saving-Braille candidates have been able, at the age of three, to meet the readiness requirements for the nursery for blind children. In many instances this has been their first opportunity to play with children of their

own age. Personality problems have been so minor that they have been handled effectively by the nursery school teacher with the psychologist sometimes dealing with the parents. These children seem to be developing socially and psychologically at a normal rate and are ready by the end of one year to go into a different setting. It also should be noted that this group of children has suffered the *most* trauma when it comes to surgery. Many of them have had numerous operations and yet they are not as much affected as our second group (Group II) composed of children who from infancy have been recognized as candidates for Braille classes.

Group II presents an entirely different picture by the chronological age of three years. Of course there are exceptions. However, the slower development in the spheres of social, emotional, and physical independence occurred at a rate in our population which is greater than chance. Characteristics of these children are: marked withdrawal behaviors when approached by adults other than their parents and when approached by children. These children have very little interest in play. They have a tendency to sit in one spot rather than to move. They do not explore even in a safe situation which encourages curiosity. There is a presence of extremes in emotional behaviors, such as screaming tantrums or mutism. They have not defined their bodies in space. By five years of age they still use the personal pronouns inappropriately referring to themselves as "you." In these blind children there has been a serious breakdown in non-verbal as well as verbal communications between themselves and their immediate environment. We believe that this has occurred during the first three years of their lives.

Keeping Group II in mind—those who are presenting social emotional problems—we would like to make some observations about their early interactions with their parents. Most of these children were in incubators for the first six to eight weeks of their lives with the parents going through a period of crisis at this time concerning whether or not the child would live. These families went through a second crisis during the children's infancies since retrolental fibroplasia was the vast majority of the reasons for blindness in these children. In many cases the family had to wait an additional period of months for the final diagnosis of blindness. Therefore, a foundation of tension in the parent-child relationship can be easily created by such situations as these families had to face. No one has to be reminded of the sensitivity of infants to tension. Then, characteristically, the parents read all they could find on the care of blind children. The basic tenent in such writings at that time was to "bring the child up as a normal child." They were told *what* to do but more often than not they were not told *when* and *how*. They were desperate in their efforts to do what was best for the child. With this desperation more tension developed. These children did not respond immediately. The parents felt that they were failing and an interaction motivated by tension began between the parents and their child followed by a breakdown in communication. As the young infant commenced to react to the tension and present behavior which demonstrated this reaction, the parent recognized the behavior problem as such and didn't have to go far to find support for the idea that the behavior was typical of blind children. They were encouraged to keep calm.

About this time the child was at the stage where he was seeking behavioral limits. No matter how destructive some of the efforts were on the part of the child to discover these limits the mother attempted to maintain her calm in many of these cases. When she couldn't, she simply left the situation by going to work or by hiring someone to care for the child.

Of course these solutions had nothing to do with what the child was actually seeking. Hysteria set in and the children became terrified of their own emotions and felt lost in the reality that the "big people" in their lives would not put an end to these tirades. These children could not make use of facial expressions to distinguish pleased mother from angry mother. Mother rarely allowed irritation much less anger to enter her voice. When she lost her composure, she left. In this dilemma the child who was searching for a delineation of self, and this requires behavioral limits, took one of two courses. Remember we are talking about the severely emotionally disturbed children. The child either gave up and withdrew to a pathological degree or he continued to feel angry and fight back through demanding and often destructive behavior. While all this was going on, the parents continued efforts to bring up the child "normally." Independence training was forced. Sometimes the normal youngster's need for cuddling and rocking was mistaken for dependency and for this reason these opportunities were denied the blind child. In some instances the mother, in trying to do her best, felt deprived by the lack of this contact with her child. For instance at one point I suggested to a mother of a three-year-old that she begin to hold her child during periods of the day. She gratefully said, "You'll be surprised at the difference in him next week." She was right.

The most important point in helping these parents is to remember that the child who is blind has a far more difficult time achieving personal independence. His social and emotional development will be greatly impeded if we expect him to forego normal satisfaction of dependency needs on the basis of a chronological developmental calendar. The blind child cannot imitate what he sees. He must do something far more difficult for any preschooler. He must comprehend the spoken word. He must make sense of touching, smelling, and tasting that which he does not see. Other preschoolers see in a world where communication and language itself depend vastly upon vision.

The children which we have been discussing in Group II range in age from three to five years. Tagging them as immature and not ready for a group experience is not the answer. Expecting them to benefit from exposure to nursery school is also not the answer. The withdrawn children simply withdraw from the situation and resist approaches from the other children and from the teacher, while the child who is aggressive and expresses his anger in the nursery school upsets himself as well as the other children. On days when the angry child is present, the atmosphere of the nursery school in general changes in a very negative manner. Therefore, we have attempted to cope with this problem by first introducing these disturbed blind children into play therapy. As a group they made amazing progress. A one-to-one realtionship between an adult and the child was the first goal. The use of a rocking chair sped this stage for all but one child miraculously. The one child that would have none of the rocking chair was a child who had withdrawn to a point where he would not allow anybody to touch him, and he was one of the children we referred to as angry. Those who did respond to the rocking chair would climb into the therapist's lap and in some way determine what form of relationship would be enacted for that particular period. For instance, at times we would sit in silence; at other times we would sing Early the in therapeutic relationship, the usual pattern for these children was to spend at least thirty minutes of the hour in the therapist's lap, after which the child would climb down and investigate spontaneously the various objects in the playroom. If the child

wanted the therapist to join in, the child would signal in some way.

As is always expected in therapeutic relationships, the time came for the therapist to set behavioral limits for each of these children in the therapy situation. And as might be expected with all children, there was resistance to such behavioral limits. However, it was made evident in each case that after the therapist helped the child work through these resistances, the child began to behave in a far more normal manner. The child now began to indicate that he or she could trust someone enough to allow friendship with the therapist to develop. This trust was based upon a sense of knowing where the child stood in relationship to the adult, not only in reference to behavioral limits, but also in reference to the child as a child seeing himself mirrored as a worthwhile person in the eyes of an adult who could appreciate him.

The angry child who substituted screaming tantrums for speech in the therapy situation found a screaming partner.

All of this work that we have described with this particular group of children takes time. It is not possible to undo five years of tension and emotional distress in five months. Given time, the child begins to find himself in his relationship to another person who may be his therapist. Through this relationship the child is helped to generalize his experience with the therapist by being introduced to another understanding adult, this time the nursery school teacher. He can spend several hours a week now away from his mother and the therapist in a nursery school situation. Here, as one would expect, there will be encouragement to explore. The child will be allowed to have accidents in safe situations in order to further a sense of personal security and feelings of adequacy. The child will not be forced to play but will be taken at his own pace into socialization. The child must feel himself as a child before he can be interested in other children.

While all of this is going on, the parents, of course, are receiving counselling.

In closing it should be noted that the observations made here concerning disturbances in blind children are not peculiar to the blind. They are characteristic of manifestations in emotionally disturbed children in general. There are many factors other than blindness which precipitate a breakdown in early communication between parent and child. It would be presumptuous to assume that the presence of blindness itself was the major factor in these cases.

FOOTNOTES

1. This paper was presented at the annual meeting of the Texas Psychological Association, December 6, 1957.
2. The author became the recipient of a research fellowship offered by the Federal Office of Vocational Rehabilitation in 1958.
3. The author would like to express appreciation to Mrs. Jeri Rougagnac, Executive Director of the Houston-Harris County Lighthouse for the Blind, for her assistance in formulating the final draft of this paper.

Necrology

Mrs. Neva F. Scarberry, wife of Dr. W. G. Scarberry, Superintendent of the Ohio State School for the Blind, Columbus, passed away on February 6th, at the Grant Hospital in Columbus. Besides Dr. Scarberry, she is survived by two sons, William F. and Dan A. Scarberry; a brother and a sister; and five grandchildren.

Mrs. Scarberry was a member of Maple Grove Methodist Church; Whetstone Chapter, DAR; Ladies' Auxiliary of the Columbus Downtown Lions Club; Permelia Club of Rio Grande College; and Women's Club of the Ohio State Department of Education.

The Editors of *The Journal* and Dr. Scarberry's many co-workers and friends in the field extend to him and his family their deepest sympathy.

Optical Aids for Low Vision*

By Bernard C. Gettes, M.D.

Director, Low Vision Department, Wills Eye Hospital, Philadelphia

In the past five years there has been increasing interest in the use of optical aids for persons with low vision. I will not attempt to review the excellent reports of Fonda, Linksz, Kestenbaum, Sturman, Gordon and Ritter, Lebensohn and others, but rather to outline the newer developments in this field, and to present an opinion based on personal experiences with these aids.

New Devices

During the past year the Conoid Lenses developed by David Volk, M.D., of Western Reserve University, have become available. These are made of crown glass and may be used monocularly or as hand magnifiers. They range in power from 15 to 100 diopters. They are designed to incorporate the spherical and cylindric corrections in powers under 40 diopters. They reduce the aberrations which make ordinary spherical lenses unsatisfactory, thus providing a larger and clearer field than ordinary spherical lenses of similar power. These lenses fit the standard metal or plastic frames and are designed to be worn 10 mm. from the cornea. Moreover, standardized testing sets are now available which utilize the currently used trial frames.

Volk's suggested method of prescribing these lenses is to determine the visual acuity and divide the denominator of the Snellen Fraction by 10.

Suggested Power in Diopters =

$$\frac{\text{DENOMINATOR OF SNELLEN FRACTION}}{10}$$

e.g., Visual Acuity = 20/400

$$\text{Lens Power} = \frac{400}{10} = 40 \text{ Diopters}$$

This method of determining the lens power is scientifically inaccurate, but it is practical and it does have the advantage of simplicity in that neither excessive mathematical calculations nor special manuals or tables are required.

In our experience these lenses have the same disadvantage as other strong lenses —namely, any lens of 40 diopters or any device of X10 magnification has a focal distance of 2.5 cms. (one inch), and therefore the eye-to-hand distance is very short. However, we have ordered Conoid Lenses of high power (40 D and 60 D) for patients who have previously rejected similar magnification in other devices. These patients report that they see more words and more letters than with other good microscopic lenses. They have stated that the distortion is much less, and that the Conoid Lenses are more comfortable.

New Charts

During the past year the Keeler manual with the new Keeler test charts has been in wider use. The Keeler charts are designed for near and are much easer to use and interpret than one would imagine on first glance. The test letters are designated by "A" and "N" notations. The patients are tested and a chart tells directly which magnification is required. From these charts one can convert the visual acuity into the metric and Snellen equivalents.

New reading charts have also been devised by Louise L. Sloan, Ph.D., at Wilmer Institute in Baltimore. These are for use

*Presented at the 50th Anniversary Conference, National Society for the Prevention of Blindness, Philadelphia, March 13, 1958, and reprinted from the summer, 1958, issue of The Sight-Saving Review.

at a testing distance of 40 cms. (16 inches), after which the power of accommodation is determined. Our principal objection to these is the testing distance. The standard AMA testing distance for far is 20 feet or six meters, and the standard near testing distance is 14 inches or 35 cms. For uniformity we feel all tests, therefore, should be performed at this distance.

The Braille Institute of America, Los Angeles, has recently published *Optical Aids for Low Acuity* by Russell L. Stimson. This manual consists of a series of new test targets. The testing distance is the accepted 35 cms. Testing appears easier with these targets than with charts consisting of words, letters or numbers, especially for patients with markedly subnormal vision. The manual also includes numerous cards with letters and words, and a table which facilitates the determination of the proper power lens. The latter is valuable for those who wish to avoid mathematical calculations. These calculations are not difficult, and for those who prefer to work directly from their test findings Stimson's formula is presented.

$$\text{New Reading Distance} = \frac{\text{V.A. at Test}}{\text{V.A. Required}} \times \text{Testing Distance}$$

e.g.,—Assume a patient with poor vision sees the 35/326 target.

To read newspapers, V.A. required is 14/34 inches or 35/87 cms.

$$\text{Therefore, } \frac{326}{87} \times 35 = 9.35 \text{ cms.} = \text{New Reading Distance}$$

$$\text{Dioptric Power of Lens Required} = \frac{1}{f} = \frac{1}{.93M} = \frac{10.7 \text{ D. Lens}}{}$$

From the formula (or chart) we know that in order to read newspaper print this individual would require an additional lens of + 11.00 D power. The examiner has a choice of ordering any device which will afford a +11.00 D or a magnification of × 2.75.

Stimson has compiled a valuable list of all devices currently available and their source.

Experience at Wills

A Low Vision Department has been in operation at the Wills Eye Hospital for three years. Patients are referred to this department after the following routine: complete ophthalmologic examination; screening in the refraction department (adds up to + 4.00 are ordered here); screening by our social worker, Miss Eleanor Thompson.

The Volk Conoid Lenses have been available to us since October 1957; and since January 1958 the Stimson manual and charts have been used and compared with the Keeler and Lebensohn charts. Our findings will be summarized briefly.

During this period we have interviewed and tested 34 patients between seven and 84 years of age. Of these, 15 had devices ordered for near: Volk Conoid Lenses were ordered for five; six were benefited by strong reading glasses (up to +10.00 adds); four preferred a 10 X illuminated magnifier; and the youngest patient the 5 X AO Projection Magnifier. Three of these 15 also had distance devices ordered, the 2.75 X Sportscopes, which they found satisfactory.

We have seen over 200 patients since the establishment of our clinic. Expensive telescopic lenses were ordered on just two occasions. During this period three patients have given us their Feinbloom telescopic lenses (ordered elsewhere); and we have seen eight other patients who use their telescopic spectacles with the reading caps in place only for near vision. Another 15 patients have been using the 10 X Penlite telescope on the street with apparent success.

We feel we can learn much about optical aids from patients who come in with the weirdest devices, such as triplets and linen testers mounted in spectacle frames, and binoculars with home-made adapter rings for holding lenses for reading.

Generally speaking our findings and experiences parallel those of Fonda and Lebensohn—namely, that more patients are helped with strong reading corrections than by any other device. The next most commonly useful device is the doublet or triplet lens as well as the AO, Univis or Policoff lenses. In our opinion, however, these will be supplanted by the Volk Conoid Lenses.

It is our feeling that further investigation should be directed towards determining the psychological factors which lead some patients to accept these devices but more to reject them. This work should be an ancillary service of eye centers and blind institutions, since it requires the cooperation of the eye physician to diagnose and equate the problem, as well as that of the social worker and the optician. A psychologist would be most helpful. Most important is the financial aid required, since most of these individuals are unable to pay for these devices.

Summary

Contributory progress directed towards aiding persons with low vision during the past year has consisted of:

1. The development and the availability of a new type of strong lens—the Volk Conoid Lenses.

2. The development of new charts for vision testing, the most promising of which are those devised by Stimson.

Bowling into the Spotlight

By V. R. Carter, Secretary
National Bowling League of Schools for the Blind

If your school is within easy driving distance of a public bowling alley whose owner is in a cooperative mood, and you pass up this article without reading beyond this first paragraph, you may be passing up a good bet! And, if your school is so fortunate as to have an alley or so on the campus, and you fail to take advantage of the opportunity set forth in the following, you are missing a *cinch* bet! We know it's a cinch, because the payoff in the form of fun, recreation, and training in a great sport for the blind has already materialized for fifteen schools this year.

On the campus of any school competing this year in the National Bowling League of Schools for the Blind (NBLSB), one might hear pupils conversing in the following lingo: "I picked up a 5-7 split last night," and, "Jim finally got that turkey," or, perhaps, "Did you notice how much better Vera is getting the ball into the pocket?" Split, turkey, and pocket are some of the unusual words that are *usual* among bowlers. There are a great many steadily improving bowlers as a result of competition between schools in regular weekly bowling brought about by NBLSB play.

"How did all this come about, and why weren't we invited in?" You may ask this question because somebody tossed a bulky envelope containing such an invitation into "file 13" (better known as the waste basket) last August when every residential school in the U. S. A. and Canada was mailed information about the formation of the league. Or, perhaps your school

considered the plan, and regretfully had to decline due to lack of ready facilities.

Oh well! Next fall begins another school year. Perhaps you've missed it this year, but will your name be in the "pot" for 1959-1960? A lot depends on what you do in the near future. So, get your heads together at your school, talk it over, and then write to me (RFD 5, Muskogee, Oklahoma).

"Tell us more about it," you may say. I shall spare the details in this article, but will send full information to you if your school is interested. But, here are a few facts to tickle your curiosity (hopefully):

Obviously, the schools compete by mail. Everybody is honest (we teach character in our schools, too, you know), and everybody trusts the opponent's scorekeeper. Going by a regular schedule, our fifteen competing schools bowl against each other throughout the season. The coach uses any five pupils he wishes from game to game, within visual acuity requirements.

Three games are bowled without competition during the first week of a two-week series versus another team. At the weekend, the two schools exchange score sheets via airmail for speedy service. During the second week of the series, each team bowls against the score sheet of its opponent—which gives actual direct, on-the-spot competition. This is what makes it fun, knowing how you're doing against your opponent as the three games progress.

The rules are as few and as simple as possible. Schools follow American Bowling Congress rules for bowling and scorekeeping, except that one alley may be used rather than the required two. Bowling is regulation *ten* pins (not duck pins). Alleys, pins, and balls must be in good condition. At least two totally blind bowlers *must* be used on each five-member team. Others may have partial sight, just so they are enrolled as visually handicapped pupils. Next year, it is planned to handicap the stronger team by giving the weaker team a bonus of a certain percentage of pins based on the averages of the two teams. This will make competition more equal, and encourage weaker teams (also giving a "green" team no excuse for not entering the league).

Adults who know something about bowling and scorekeeping (staff or interested outsiders) serve as coach and team secretary. The team secretary keeps score and takes care of correspondence with the opponent team secretary and with the league secretary. The league secretary receives results on all teams including team and high individual scores, and puts out a bulletin with results, standings, high records, and other information of interest.

Residential schools presently competing are California, Oregon, Washington, Jericho Hill (Vancouver, B. C.), New Mexico, Oklahoma, Missouri, Nebraska, Kentucky, Ohio, Tennessee, Florida, Georgia, Overbrook, and North Carolina. There is no reason why competition cannot be extended to qualified visually handicapped pupils in public school classes if any are interested in forming a team for 1959-1960. So, check into your local situation. Do a little experimental bowling this spring to test pupil interest. And, most important, write to me expressing your interest in order to receive more information. The league has run smoothly this year, but next year, with new innovations based upon experience, and possibly leagues for girls only, boys only, and junior-age youngsters, in addition to the present mixed league, bowling should be bringing fun to many hundreds more than it is this year.

Thousands of blind adults find bowling an excellent recreational outlet. Young people are now finding it enjoyable. Prepare your young people for a better adult life by training in a popular and healthful sport—bowling.

May we count you in?

Summer 1959 Courses on Education of the Blind

Northwestern University, Evanston, Illinois

July 6 - 31 — Specialized Workshop dealing with Potentialities and Problems of Severely Disturbed Young Blind Children. This course is offered at this institution with the financial support and professional cooperation of the American Foundation for the Blind.

For further information, write: Dr. Jerome Cohen, Northwestern Medical School, West Building, Chicago, Illinois.

George Peabody College for Teachers, Nashville, Tennessee

June 8 - August 12 — Full summer sequence of courses for teachers of blind children.

or

June 8 - July 11 — First Term
June 22 - July 24 — Mid Term
July 13 - August 12 — Last Term

} Course work on education of the blind available in three short sessions.

For further information, write: Mr. S. C. Ashcroft, Assistant Professor of Special Education, George Peabody College for Teachers, Nashville 5, Tennessee.

San Francisco State College, San Francisco, California

June 15 - 19 — Specialized intensive Workshop in Instructional Materials for the Visually Handicapped.

June 22 - July 31 — Full sequence of courses available to teachers of blind children.

June 29 - July 17 — Specialized Workshop on Orientation and Mobility for Blind Children. This course is offered with the financial support and professional cooperation of the American Foundation fo rthe blind.

For further information, write: Mr. Robert A. Bowers, Assistant Professor of Education, San Francisco State College, 1600 Holloway Avenue, San Francisco 27, California.

Syracuse University, Syracuse, New York

June 29 - August 27 — Full sequence of courses available to teachers of blind children.

July 27 - August 7 — Specialized Workshop in Guidance and Counseling for Adolescent Blind Children.

For further information, write: Mrs. Ferne K. Root, Coordinator, Center for the Development of Blind Children, Syracuse University, School of Education, 805 South Crouse Avenue, Syracuse 10, New York.

University of Minnesota, Minneapolis, Minnesota

June 15 - July 18 — A full sequence of courses is available to teachers of blind children.

For further information, write: Miss Jeanne R. Kenmore, Instructor of Educational Psychology, University of Minnesota, 15-A Pattee Hall, Minneapolis 14, Minnesota.

Wayne State University, Detroit, Michigan

June 17 - August 1 — Two courses only: Problems and Procedures in Sight Saving; Pathology of the Organs of Vision.

For further information, write: Miss Gwen Retherford, Special Instructor, Department of Special Education and Vocational Rehabilitation, Wayne State University, College of Education, Detroit 2, Michigan.

University of Wisconsin—State Department of Public Instruction, Bureau for Handicapped Children—Wisconsin School for the Visually Handicapped Workshop, Janesville, Wisconsin.

July 20 - August 14 — Workshop at Wisconsin School for the Visually Handicapped, with demonstration class.

For further information, write to: Mr. R. E. Long, Superintendent, Wisconsin School for Visually Handicapped, Janesville, Wisconsin.

Scholarships

A limited number of scholarships are available from the American Foundation for the Blind. All applications should be sent in as soon as possible since the Committee selection will be made at the deadline date of April 15.

*Light in Darkness**

By Howard A. Rusk, M.D.

On occasion, profound lessons come from unusual sources.

The following is a verbatim transcription of a therapeutic interview with a blind child. The child was not allowed to continue in school because he was said to be "out of touch with reality."

This is a record the patient did not know was being taken—the pure, stark expression of a brilliant soul struggling to find itself. Here is what the therapist says of the patient:

"Bob is 12 years old. He has been blind since birth. He is a bright boy, eagerly interested in the wonders of the world around him—a world that he has experienced in his own way, but has never seen. He is interested in science—especially electronics. He reads everything he can get under his curious fingertips. Bob has great potential. He is sensitive, intellectually gifted far beyond his years—and he desperately wants to find his place in the world."

In Bob's own words, here are some of the things he wonders about and believes in:

"There are so many things in this world, that people could all reach out and touch and keep a part of them for their very own and spread it around for everyone. Not money—because money is only good for what it can do—only good if it is used to help. But people could reach out for kindness and fair play—and could spread it around for others.

"I've heard on the radio all this talk about integration in the schools. To give all children a chance to go to school together. And there seems to be such a fuss about it because some of the children are different. And I can't understand at all what this great difference is.

"They say it's their color. And what is color? I guess I am lucky that I cannot see differences in color because it seems to me that the kind of hate these people put in their minds must chase out all chance to grow in understanding."

Sense of Direction

Another time he had this to say: "I noticed the other day when I had an earache, and had cotton in one of my ears, that I was always veering to one side and bumping into the wall. I had not realized before how much I depend on my hearing —the sound of my steps, the bounce-back

*Reprinted from The New York Times, Sunday, Jan. 4, 1959.

of the sound, to keep me in time with my sense of direction.

"Then, another time, I was walking down the hall and I passed a door and inside that other room was a lot of noise. So much noise that I lost all my cues—and I lost completely my sense of direction.

"It was an awful, bottomless feeling. Afraid I'd bump into something. You never know whether you are going toward good things or toward trouble. Because you never know right off if it is something you like and need and want. Or something that is just in the way.

"That is why I would not kick it, or blame it, or shove it aside. I would not make up my mind ahead of time, because if I did I could be so very wrong I could destroy something that might be one of the most important and valueable aids to me. Destroy it in ignorance. Without giving either it or me a chance. That's like prejudice."

Another time he talked about the problems of keeping a sense of direction:

"I walked down the path toward the woods by the school. And all of a sudden a dog and another boy rushed by. They threw a branch of a tree in front of me. I was startled and I jumped back and fell into some bushes. When I untangled myself and got up on my feet I couldn't find the path. I couldn't tell which direction was which. I couldn't hear any tell-tale sounds as a guide.

"I called. Nobody answered. I was surrounded by silence and confusion. Then after a lot of trying and a lot of falls and scratches and bumps into the bushes, I heard the chimes on the old church that is north of the school. I knew then where I was. And I got back all right. But that awful feeling of not knowing where I was, which way to turn, which way to go. It was a terrible feeling.

Remembers Campanella

"And suddenly I thought of Campy (Roy Campanella, former Brooklyn Dodger catcher). All of a sudden he finds himself paralyzed. All his life suddenly has to change. He can't turn around any more. He can't even walk.

"I asked myself would I rather be blind like I am or would I rather be flat on my back and paralyzed like Campy. I thought about it for a long, long time. I thought of how I felt when I fell in the bushes and couldn't tell where I was. I thought of the panicky fear when I didn't know which way to turn. I was asking myself which was worse. I always said there wasn't anything worse than being blind. Then I thought of Campy again.

"He had been a great ball player, one of of the greatest. Now all of a sudden that was over. What was he thinking about now? Probably wondering what he would do now. Probably wondering which way he would turn. And I decided the worst thing that can happen to a person isn't being blind or being paralyzed. The worst thing is to lose all sense of direction in your life. And feel that you haven't got any place to go."

Bob talked about his blindness one day. "I have often wondered what it must be like to see. I have never seen light. But if I have darkness around me all the time, I must learn to know that darkness. I think I do know it very well. Sometimes as a friend. Sometimes as an enemy.

"But then it isn't the darkness that I should blame. Because darkness can be either friend or enemy. If wishes could come true, I'd wish I could see. But if I only had one wish, I wouldn't waste it on wishing I could see. I'd wish instead that everybody could understand one another and how a person feels inside."

While endless debates go on in high places and political jockeying for position is the order of the day, here is the simple solution to the basic problem this confused strife-worn world faces in this New Year.

The President's Corner

By Donald W. Overbeay, President

American Association of Instructors of the Blind

THE PROCEEDINGS OF THE 44TH BIENNIAL CONVENTION of the American Association of Instructors of the Blind, Inc., tell an exciting story of progress and cooperation. At the same time they reveal the need for additional cooperation among members of workshop groups and between the AAIB, universities, and agencies.

We can point with satisfaction to the progress made by Egbert N. Peeler in the area of minimum standards for schools for the blind. Mr. Peeler now has a committee to assist him. With your help this committee can develop a valuable instrument which all schools and classes for the blind can use as a measuring stick.

The membership made highly professional decisions when it voted to change the Constitution and the By-Laws to increase annual dues and permitted the Board of Directors to establish a permanent office manned by a full-time staff.

A few of the other signs of progress were the $10,000 grant for scholarships from the Avalon Foundation and the $12,000 from the American Foundation for the Blind for workshops on university campuses.

The AAIB is a member of the World Council for the Welfare of the Blind and of the International Council for the Education of Blind Youth. We were not only well-represented at Paris and Oslo but are honored to have members who are officers of and official delegates to these two international organizations.

Prior to the formal publication of the PROCEEDINGS OF THE 44TH BIENNIAL CONVENTION, Secretary-Treasurer Joseph J. Kerr summarized the recommendations of the workshop groups and mailed them to your President. These were further refined and those recommendations pertaining to the publication of Braille and large print materials were sent to Finis E. Davis, Superintendent of the American Printing House for the Blind. The early receipt of these recommendations enabled the Publications Committee of the APH, Mr. Davis and his staff to scrutinize them carefully and to act upon them when they met in Louisville early this fall. Mr. Davis expressed his appreciation for these helpful suggestions and will continue to use them in arriving at intelligent decisions.

The twenty-three workshop groups which met for five two-hour sessions in Vancouver made many recommendations. Some were directed at the Board, others at the members of the individual groups. They were primarily concerned with content of courses of study, selection of textbooks and supplementary materials, standards, research, regional meetings, and conferences.

In recent years the Board has carefully examined the recommendations of the workshops and, in so far as possible, attempted to expedite them. For example, the institutes for houseparents and for arts and crafts teachers in recent years were made possible because of requests which came first from the workshop groups. Regional conferences have been held during the interim between conventions because of the interest manifested at conventions.

Unfortunately, the real potential of the workshop groups has not been tapped. Recommendations are worthless unless acted upon. While the Board, and especially Miss Lois Cox, First Vice-President and Coordinator of Regional Meetings and

Workshops, is eager to help, the primary responsibility for expediting recommendations lies with the Chairman and Recorder of each group.

If, for example, the Primary Grades (Grade 1) group wants *The Journal* to publish more articles on teaching reading and other teaching techniques, the officers of this group must see that members submit articles to Mr. V. R. Carter, Editor, International Journal for the Education of the Blind, R.F.D. #5, Muskogee, Oklahoma. Similarly, if the Arts and Crafts group sends in new and interesting ideas to Mr. Carter, he will be more than pleased to publish these in a "Crafts Corner." *The Journal* is ever interested in receiving well-written articles and interesting news items.

Many groups have recommended regional meetings during the interim between conventions. This is vital to a continuing growth and knowledge, since workshop meetings every two years at the conventions are too infrequent. Most schools, classes, universities, agencies, and foundations are eager to participate in and assist with conferences, workshops and institutes. Recommending such activities to the convention and having them published in THE PROCEEDINGS is not, however, enough.

Chairmen of groups should contact Miss Lois V. Cox, Maryland School for the Blind, Overlea 6, Maryland, or D. W. Overbeay, AAIB President, Iowa Braille and Sight Saving School, Vinton, Iowa, when they desire to satisfy the requests of their groups. They should be very careful to spell out in some detail the needs of their groups. Though this procedure may not guarantee successful action, it will insure careful consideration and more help than would otherwise be possible.

In the past, many schools and others have sponsored meetings without seeking sponsorship or assistance from the AAIB. The reports from these conferences indicate wide participation and excellent results. Your Board of Directors, however, believes that it can help and urges you to let it know when you plan activities on a national or regional scale.

A sizeable sum of money has been set aside to help our workshop groups. Let's use it to good advantage. Your Board is in a position to contact and consult with universities, foundations, and other agencies. We want to assist you.

Dates to Remember

1959

Mar. 6-7—Eastern Athletic Association of Schools for the Blind Wrestling Tournament, Maryland School for the Blind, Overlea, Maryland.

April 7-11—Council for Exceptional Children, National Convention, Atlantic City, New Jersey.

April 9-11—Conference on Guidance Programs with Blind Pupils, Perkins School for the Blind, Watertown, Massachusetts.

May 24-29—National Association of Social Workers, meeting in conjunction with the National Conference on Social Welfare, San Francisco, California.

June 28-July 3—National Education Association, Annual Convention, St. Louis, Missouri.

July 5-10—American Association of Workers for the Blind, Annual Convention, Hotel Statler, Detroit, Michigan.

July 22-31—World Council for the Welfare of the Blind, Second World Assembly, Rome, Italy.

TO PUT IT BRIEFLY

News and Views from the Field

Journalistic adage: "Be brisk, be brief, be bright, be right!"

The Optophone

Most of you have probably heard about the work on a reading machine being done by Battelle Memorial Institute for the Veterans Administration. Testing of these devices has been under way at the Ohio State School for the Blind since January of this year, with members of the faculty and students participating.

The device is called an "optophone" reader, and it represents printed letters by various combinations of eleven separate tones which are turned on and off by photocells. The tones give a direct translation of print. Thus, low tones stand for low parts of a letter and higher tones mean higher letter segments. Also, in reading from left to right, the first sounds to be heard are those at the left side of the letter, and the last sounds are given off for the right-hand side. Stated in more technical language, the two spatial dimensions of print—height and width—are translated into the auditory dimensions of pitch and duration, respectively.

How is the machine operated? A brief description of its physical characteristics will help answer that question. It is about the size of a portable radio, weighs nine pounds, and may be carried about by a handle which is provided. The three main parts are the probe, the chassis, and the headsets. The probe is a metal cylinder 7″ long and 1⅛″ in diameter. This part contains the photocells and a lens system to project and focus the letter-images upon the photocell array. This array is vertical, with the photocells placed as close together as possible in a straight line. A knob at the upper end of the probe may be turned to change the focus for different sizes of print. At present the range of print that may be accommodated is ⅛″ to ⅜″ in height. At the lower or "business" end of the probe are found two miniature light bulbs to illuminate the print and provide a good image on the photocells, and two small rollers. The rollers turn as the probe is tracked along a page, and help keep the probe going in a straight line, as is so important for the proper use of the machine. A flexible cord connects the probe to the next part we will discuss, the chassis.

The chassis contains all the electronic circuits and controls. The oscillators which produce the sine-wave tones are entirely transistorized, and are tuned to frequencies of from 400 to 4,000 cycles per second. The eleven tones within this range are separated by equal logarithmical intervals, which make them sound equally spaced. When any three of them are sounded together, the effect is roughly similar to that of an augmented triad. Each oscillator is wired to one of the photocells in the probe and is turned on when the photocell is over a black area, or letter segment. Power may be supplied either by batteries or by plugging into a standard wall plug of 60-cycle a.c. current at 110 volts. Three controls are provided: an on-off switch, volume control, and light intensity control. The latter adjusts the set for different levels of contrast between the print and the paper which forms the background. Thus, print appearing on different colors or shades of paper can be read.

Finally, headsets are used to bring the sounds to the ears. Two sets may be plugged into the sockets located on the

chassis so that a second person may "listen in" while the machine is in use. This is often helpful for purpose of giving instruction to someone using the reader.

A rather long training program is needed. Training begins with learning the sounds of each letter presented by tape recordings. After 30 to 40 hours of this, the actual devices are brought in and practice begins on moving the probe straight across printed lines. Results have so far been good, particularly in learning the tape-recorded symbols. With manual use of the probe, however, there are still some problems to be overcome, as reading speeds are only about one or two words per minute. It is hoped additional training and refinements to the device will increase the speed to 15 or 20 words per minute.

The current program is still in its research phase, and further extensive testing is needed to judge the value of the machines. Heading the program for Battelle is John K. Wetherbee. Electrical engineers on the project are D. Reagan Rice, and Larry Mason, and the psychologists in charge of training and testing are Richard S. Laymon, John S. Abma, and Lois L. Huffman. The Superintendent of the Ohio State School for the Blind, Dr. W. G. Scarberry, has been most helpful throughout the program, as have been all the people who have been trained on the device. They are: John Aukerman, Edward Baccus, Miss Vernell Baccus, Richard Brawner, Miss Rosalie Burns, Malcolm Cobb, William Cool, Harry Criss, Donald Haines, Robert Harris, Roger Helmlinger, Larry Hutson, Raymond Niday, Leroy Petzinger, Robert Rayburn, Mrs. Ruth Rice, Timothy Seither, Miss Jacqueline Whetstone, Miss Ruth Williams.

Representatives of the Veterans Administration on the project are Dr. Eugene Murphy and Mr. Howard Frieberger, both of the Prosthetic and Sensory Aids Service in New York City. Any inquiries or comments regarding the Battelle reading machine development should be addressed to Mr. John K. Wetherbee, 505 King Avenue, Columbus 1, Ohio.

John S. Abma
Battelle Memorial Institute

Arts and Crafts Workshop

The Arts and Crafts Workshop conducted this past summer at the New York Institute for the Education of the Blind in cooperation with Hunter College was a pioneer effort in this field. It proved a successful effort and gave to the 30-odd students attending a comprehensive view of the needs of the blind of every age, and a new vision of practical ways to meet those needs through arts and crafts.

At the initial luncheon, Dr. Elena Gall, Coordinator, Special Education Department, Hunter College, established the tone of the course in her exposition of the general purposes and philosophy underlying an arts and crafts program.

At the Institute, Dr. Paul C. Mitchell, Vice-Principal and Coordinator for the AAIB, was our guide and mentor, our inspiration and our friend as were the other instructors there: Mr. John Mandola, Mrs. Florence Muller, and Miss Esther Mattson. The innumerable ideas which Dr. Mitchell offered, together with his know-how, were invaluable. He introduced the course, discussed the arts and crafts teacher, the pupils, aims, methods and materials, and briefed us on the general philosophy of our work with the blind. Sessions with Dr. Mitchell were always exciting. He set high standards and also gave us a wealth of material for future reference — bibliographies, crafts publications, and kits.

Actually, we worked intensively; we were kept busy from 9:00 A.M. to 4:30 P.M. every day and then we frequently worked on special projects or brought our notebooks up to date at night. Notes were

required on each day's proceedings. It was also required that we create our own designs or make objects from designs furnished by the instructors at the New York Institute. A final examination, which was more difficult than had been anticipated, was given by Dr. Mitchell. The course was a comprehensive lecture-demonstration-practical-workshop experience.

It would be almost impossible to record in chronological order every lecture and trip that we made, but at an early lecture, Miss Charlotte Haupt, sculptress and teacher and listed in WHO'S WHO, gave us an entire day from which we profited greatly. Her techniques were creative to the highest degree. She has been working with blind children and seemed convinced that, in the creative art field, sculpture was the only media of any value. Drawing, she felt, should have no place in instruction for the blind.

Miss Mary A. Boylan, art critic and teacher, Hunter College, felt, on the other hand, that drawing played an important role in the blind child's education. Miss Boylan had a host of ideas to offer.

Another lecture-demonstration was given by Mrs. Ann Jaffe, Crafts Consultant for *Childplay*. Mrs. Jaffee was skillful and full of many ideas and devices for crafts. She, too, had made a special study of the needs of the blind and her suggestions were practical and varied.

It was particularly interesting to hear Dr. John M. Hurley, Supervisor of Industrial Arts, Board of Education of the City of New York. His was a warm and friendly personality and his lecture provided much background information. Later, Dr. Hurley also presented us with our certificates at the closing dinner at the Institute.

Mrs. Marcella Navey, whose original idea sparked the Workshop, was a fountain of information and practical knowledge. Mrs. Navey should be the head of a continuing Workshop where teachers might go for new ideas and experience. Her knowledge and understanding of her subject are phenomenal. Mrs. Navey was the assistant coordinator for the AAIB.

The various institutions which the class visited offered further insight and understanding. Mr. Sidney Saul, Director of Group Work and Recreation for the New York Guild for the Jewish Blind, was more than helpful and also permitted the asking of questions. Luncheon was served by the Guild. We were grateful to the Jewish Guild for their kindness.

At the Industrial Home for the Blind in Brooklyn, Mrs. Ann Kells' paper was read by Mrs. Gwynn Pearson who also took us on a tour of the Home. Mrs. Kells was in the hospital and Mr. Kells, her husband, talked to us briefly, stressing the importance of music in any arts program.

Our visit to the I.H.B. in Jamaica was a revelation of what up-to-date equipment and a systematized schedule could do toward putting the blind person into productive work. This was a businesslike and professional set-up.

Miss Esther Mattson and Mrs. John Mandola of the New York Institute gave us valuable sessions in their respective departments. In Mr. Mandola's department we were permitted to use both hand and power tools under his direction. I made a cutting board and started some sturdy-looking bookends. Miss Mattson gave us a wonderful day in her classroom-studios where she instructed us in weaving, jewelry-making, drawing, and clay-modeling. Miss Mattson had developed interesting techniques to make drawing a rewarding experience for the blind. Her ideas were so worthwhile that an article on her methods would be helpful.

One of our lectures resulted in a certificate in wood-finishing. Mr. Arthur Egner, wood-finishing expert at Constantine's, gave us material for copious notes on this subject.

It has recently been found that the child who has manual dexterity is also mentally alert and receptive. This being true of the sighted child, how much more true it is of the visually handicapped. Blind children need exploration in all possible media. Only a comprehensive curriculum can help develop the whole child — not just his mental and verbal qualities. Such a course provides, too, for the constructive release of stored energy and overcharged emotion. It also increases not only his dexterity, but his self-confidence; his use of leisure time is enriched; he learns a number of vocational outlets; in fact, arts and crafts have a therapeutic value for the blind which was especially emphasized by all of our lecturers.

Our visits to the American Foundation were truly an inspiration. On the first trip, we heard Dr. Potts, Mr. Charles Ritter, and several other members of the staff. On our second trip, Mr. Arthur L. Voorhees gave us not ony a stimulating talk, but coffee and pastry, elegantly served. A question and answer period followed. It was, I think, our last lecture and put a fine period to that phase of our course.

Another one of our later lecturers was Mrs. Mildred Derganc, Supervisor of Arts and Crafts at The Lighthouse, New York City. She, too, emphasized the therapeutic and practical values of arts and crafts. A visit to The Lighthouse was much enjoyed by the class.

The Arts and Crafts Workshop was a memorable and valuable experience, one which might well be repeated to the great benefit of any teacher in our category. Some if the pertinent points can be briefly summed up as follows:

Arts and crafts teachers should spend about two-thirds of their time in preparation.

Use every kind of scrap material; most of it can be used to great advantage.

It is not always the most expensive material which produces the best crafts.

Use materials where possible: pine cones, acorns, grasses, twigs, etc.

Remember that all shapes, materials and skills resulting from the directed handling of these materials enriches the lives of our visually handicapped pupils and makes life more worthwhile for them from every point of view.

Arts and crafts are stepping stones to better things, better living.

This Workshop experience meant to some members accreditization in their particular set-up.

As a final note, we were all most grateful to Dr. Merle Frampton, Principal at the New York Institute for the Education of the Blind, for he was the most hospitable of hosts and made his swimming pool and his summer home available to our class on several occasions. We are very grateful to both Dr. Frampton and his staff. The workshop experience was, for all of us, from every angle, an enriching one.

Mary Dorsey Leonard
Maryland School for the Blind

Craftily Speaking

What's your newest craft idea? — Or old idea that has worked out especially well? Send it to the editor for our own column and share it with others.

Here's the latest rage in Mrs. Arline Huckins' class at the California School for the Blind:

Materials needed:

ice cream sticks (available at the creamery)
white liquid glue (available at grocery, hardware or craft shop)
ingenuity (the kids have plenty)

Most children begin by building a box "log cabin style" glueing the sticks at each corner. Teach the blind child to place his left index finger on the spot where he needs glue. Put the tip of the plastic bottle under his finger and squeeze gently

until he feels the wetness. When the box reaches a suitable height, the bottom is covered with sticks glued close together. For the lid, glue sticks close together along two parallel sticks. Beads may be glued to the bottom for legs and to the lid for a handle.

This project has been fascinating to children and many invent more interesting shapes. White glue is easy for young blind children to apply independently and dries clear so the boxes look neat. A book of projects using these sticks can be secured at a cost of 50c from: Kap-Pak, 156 W. Walton Place, Chicago 10, Illinois. Title: *Kapstick Projects* by Sidney Dubin; and at a cost of 35c from Kohner Bros., 155 Wooster St., New York 12, N. Y. Title: *Wood-Stick Craft.*

Appointment

Sept. 1, 1958, Mr. George C. Whetstone commenced duties as Assistant Superintendent of the Ontario School for the Blind. His appointment was announced by the Honorable W. J. Dunlop, Minister of Education for Ontario.

The appointment of Mr. Whetstone to the Ontario School staff followed the creation of a new post—that of Assistant Superintendent. His arrival at the school in Brantford was warmly welcomed by the Superintendent, Stewart E. Armstrong, who had been both Superintendent and Principal up to this time. The new assistant takes over many of the duties which would normally be carried out by a principal. Mr. Whetstone is married and has one very young daughter, Catherine.

Mr. Whetstone received his Bachelor of Arts degree from the University of Western Ontario, London, and his Bachelor of Education degree from the University of Toronto. His teacher-training was taken at the Hamilton Teachers' College where he spent one year. Prior to coming to Brantford he had several years with the Board of Education for the City of Hamilton, Ontario, with varied experience in the elementary school field. The last two years prior to his appointment were in the field of special education and, in particular, with children who are slow learners.

Administrative Adaptations

Additional Vacations for Missouri School for the Blind Pupils

A transportation plan was initiated last spring at the Missouri School for the Blind to utilize the school bus to deliver some of the boys and girls along a route from the school in St. Louis to the opposite side of the State of Missouri. The 48-passenger bus was crowded on this first run and parents were so enthusiastic and grateful for the service, the plan was used in November when school closed for the annual state teachers' convention and again, at Thanksgiving.

The routes and a time schedule are mailed out in advance. Parents meet children at the various stops and, on the return trip, the children are picked up along the same route. One or more faculty members go along to supervise, and box lunches are used to save time. Also, a limit on luggage is made to conserve space.

In addition to the reduction in travel costs, parents save time by meeting their child at the point along the route nearest their home instead of driving to St. Louis.

For the Thanksgiving vacation, three additional routes were added to deliver children to other sections of the state. In addition to the school bus, the school station wagon, and school automobile, the private cars of the Superintendent, Principal, Business Manager, and one faculty member were used.

Weather is too unpredictable during December and January to arrange a travel schedule without risk of delays and no transportation was provided for the Christmas recess. It is planned to route trans-

portation over the state for the Easter vacation.

The Superintendent recalls that one high school boy once told him that he had not spent Easter in his home since he was five years old. He also observed that one mother from Kansas City always brought a younger child with her when she came by train to take her blind child home for a holiday. When she brought the blind child back to the school, the process was repeated as she had no one with whom she might leave the child. This annual visit home for this one blind child required an expenditure of funds so great this mother could not arrange a visit home more often though she had a strong sense of loyalty and a desire to keep her family together.

It is felt the new transportation plan, for which collections have been made to cover only the out-of-the pocket costs, has enabled many more children to spend the family holidays in the home, and many more children are sharing the occasions which become so much a part of a happy childhood and make strong family ties for parents and children.

George D. Heltzell, Superintendent
Missouri School for the Blind

*Evaluation of Deaf-Blind Pupils**

No phase of work with deaf-blind children is more important than evaluation for determination of educability, and perhaps none is more difficult. The handicap resulting from combined deafness and blindness is essentially one of communication. Communication, which is normally a two-way process, in a deaf-blind child is blocked both ways. With visible and audible stimuli absent, the child has difficulty in interpreting those which reach him through his remaining senses. With little to give back, and deprived of the principal means of perception and expression, he offers little evidence of himself to the diagnostician.

It is no wonder that so many deaf-blind children are initially diagnosed as mentally defective. Some of our most promising students have this diagnosis in their early records. Because family doctors, and even specialists in pediatrics and neurology, see few of these children in a lifetime, they have practically no experience to aid them. The professional literature is of no help.

Unfortunately, a considerable percentage of deaf-blind children should be diagnosed as mentally defective. Many of these have been admitted to special departments for their education and sometimes have remained there for years before the teachers have convinced themselves that their charges are incapable of learning. Financially this is very wasteful, but even more serious is the waste of time by trained teachers who are too few to handle even those deaf-blind children who can profit by their services.

For five years the Deaf-Blind Department at Perkins has worked toward the development of reliable testing techniques. Up until last spring we had the invaluable assistance of Dr. Helmer R. Myklebust, who has written a pamphlet describing his approach to the problem**.

This program is now being conducted by four of the Perkins staff. These include Mrs. Gertrude Stenquist, who has twelve years teaching experience with the deaf-blind and has been for the last several years experimenting with the use of a variety of psychological tests. This has been done with the cooperation of Carl J. Davis, Head of our Department of Psychology and Guidance, who is also concerned about the emotional problems of deaf-blind children, particularly with relationships that have

*Originally published in The Lantern, December 15, 1958. The Lantern is available without charge upon request. Address to The Director, Perkins School for the Blind, Watertown 72, Massachusetts.

**The Deaf Blind Child by Dr. Helmer R. Myklebust, Northwestern University, Perkins Publication No. 19, Price 50 cents.

been established between them and their parents. An important member of this testing group is Mr. Frank Mullin who studied with Dr. Mykelbust the problems of brain-damaged children, including those with aphasia. Finally, there is Mr. Daniel J. Burns, Head of the Department for Deaf-Blind Children, who has a rich background of training and experience with the deaf which for the last several years he has brought to bear on this diagnostic problem with the deaf-blind. Altogether, in this group of four there is probably more experience with deaf-blind children than can be found anywhere else.

The twenty-five children currently in our Deaf-Blind Department is probably the largest number ever brought together in one place for schooling. These, plus other children who have been examined by our staff, while insufficient to serve as a normative group, do provide a frame of reference for evaluative purposes. Certainly at Perkins no one test has proved to be satisfactory with all kinds of deaf-bind children. Yet the battery of techniques now being used does seem to produce a fairly clear picture of a child's ability. Time can only tell whether these pictures are as accurate as they appear to be. There is a long period of intensive work ahead of us and many more tests will be introduced and, no doubt, some of them will be substituted for those currently in use.

During November 1958 this team carried out its first screening program off the Perkins campus. As guests of the Industrial Home for the Blind, at their well-equipped rehabilitation Center in Jamaica, Long Island, the screening team examined eight boys and girls.

They were able to produce specific recomendations for each one of them, recommendations which in some instances, unfortunately, cannot be carried out for lack of available facilities.

Although research workers always want to continue their work until they are wholly satisfied of the validity of their findings, the pressure on us at Perkins to produce some kind of instructions which can be used for deaf-blind children elsewhere is very great. In view of this, it is hoped that before the end of the current school year, something along these lines can be made available to psychologists, preferably those with wide experience among deaf children. It will be only a guide towards a solution of a baffling problem, but it is hoped that it will prove to be of some value. This evaluation program was started for our own benefit to help us to determine which pupils we should admit to our school and to measure their progress while with us. It seems important to us to share our findings, however tentative they may be, with others responsible for the education of deaf-blind.

Dr. Edward J. Waterhouse, Director
Perkins School for the Blind

Thought and Practice Exchange Meeting at the California School for the Blind

The California School for the Blind invited teachers of blind children in public schools for a Thought and Practice Exchange Conference which was sponsored by the Division of Special Schools and Services and the Bureau of Special Education of the California State Department of Education, and by San Francisco State College.

In preparation for the conference, meetings were held by an Arrangement Committee on which the three sponsoring agencies, as well as supervisors and teachers from public schools in Berkeley and in neighboring communities were represented.

The Thought and Practice Exchange Conference was held on Friday, December 5, and Saturday, December 6, 1958. On Friday, all classes of the California School for the Blind were in session and public

school teachers were invited to observe the activities of the school during the morning and afternoon sessions. The whole campus and all buildings of the school were open to the visitors. On Saturday, a social hour started the meetings at 9 o'clock in the morning and Mr. S. W. Patterson, Assistant Chief of the Division of Special Schools and Services, gave a short welcoming address.

From 10 a.m. to 1 p.m. the teachers divided into Interest Groups. The following groups met: Primary (kindergarten through 3rd)—38 teachers attending; Intermediate (4th through 6th)—12 teachers; High School (7th through 12th)—20 teachers; Non-Academic (crafts, homemaking, library science, music, physical education, typing)—19 teachers; Special Groups (multiple handicapped, mentally retarded)—13 teachers. A total of 102 teachers attended the Conference. Among them were also teachers from public schools chosen from areas of interest other than special education, who served as resource personnel in the areas of their specialization. Luncheon was served in the new dining hall of the school, and informal discussions continued until about 3 o'clock in the afternoon.

The meetings were highly successful according to the consensus of all participants. Teachers from public schools found that they learned many things from the residential school program and those from the residential school gained many good ideas which were successfully applied in public school program for the blind. Miss Dorothy L. Misbach, Consultant in Education of the Visually Handicapped, of the Bureau of Special Education, commented:

> "It was my privilege and pleasure to roam from one group to another on Saturday morning sitting in briefly at each of the section meetings. The exchange of ideas in each group seemed sincere and in many instances spirited as thoughts were expressed and questions raised about visually handicapped children. The California School for the Blind is to be congratulated on conducting this type of meeting and encouraging public school participation."

Miss Mona E. Palmer, Supervising Teacher of the California School for the Blind said:

> "Probably the most important outcome of these meetings was the cooperative attitude shown by all who are working with the blind. We feel that we can increase this cooperation through becoming better acquainted with those working in all phases of education of blind children. Another result of the meetings has been an exchange of materials between the groups and an eagerness to work together on things that would be useful to both groups."

A public school teacher stated enthusiastically:

> "We did it again! It is the same thing that happened at the AAIB Convention. We are now talking about children and their needs rather than about types of programs."

A public school administrator wrote a letter to the Superintendent of the California School for the Blind in which he said:

> "You and your staff are to be congratulated on the broad program that you have for these boys and girls. I was particularly impressed by your willingness to let us go anywhere on the campus. This freedom permitted us to gather insights that we could not obtain in any other way. Again, may I thank you for an exceedingly pleasant and profitable day."

As a result of this most favorable reception of the Thought and Practice Exchange Conference, preparations for another meeting are already on the way, to be held in the fall of 1959.

Dr. Berthold Lowenfeld,
Superintendent
California School for the Blind

Editors' Headache Department

Stuart Chase, in POWER OF WORDS, wrote the following:

"A Japanese word, *mokusatsu*, may have changed all our lives. It has two meanings: (1) to ignore, (2) to refrain from comment. The release of a press statement using the second meaning in July, 1945, might have ended [World War II] then. The Emperor was ready to end it, and had the power to do so. The cabinet was preparing to accede to the Potsdam ultimatum of the Allies—surrender or be crushed—but wanted a little more time to discuss the terms. A press release was prepared announcing a policy of *mokusatsu*, with the *no comment* implication. But it got on the foreign wires with the *ignore* implication through a mix-up in translation: 'The cabinet *ignores* the demand to surrender.' To recall the release would have entailed an unthinkable loss of face. Had the intended meaning been publicized, the cabinet might have backed up the Emperor's decision to surrender. In which event, there might have been no atomic bombs over Hiroshima and Nagasaki, no Russian armies in Manchuria, no Korean war to follow. The lives of tens of thousands of Japanese and American boys might have been saved. One word, misinterpreted."

The misuse of a single word does not always result in the massive destruction of life and property that an atomic bomb brings, but, in our daily lives, wrong quotations by the press, wrong interpretations of that which is said, and the general ambiguity inherent to most languages often cause incidents ranging all the way from international crises down to hurt feelings between individuals. In the December 22nd issue of *Newsweek* magazine, for example, Miss Josephine L. Taylor, Director of Educational Services for the New Jersey Commission for the Blind, was so erroneously quoted as to perhaps cause much consternation among her fellow educators, and most assuredly causing her some bad moments. Unlike the Japanese, however, Miss Taylor shot a reply in to the educational editor of *Newsweek*, the full context of which we print with her permission below, hoping that her position will be clarified:

January 28, 1959

Mr. Herman R. Allen, Education Editor
NEWSWEEK
Newsweek Building
Broadway and 42nd Street
New York 36, New York

Dear Mr. Allen:

We were pleased and honored that Newsweek chose the New Jersey program for the education of blind children for a special article in the December 22nd issue. We realize, by the assignment to this article of one of your researchers, that you wished to give accurate information to the public regarding the possibilities for the education of blind children in classes with those with normal vision. It is unfortunate that several serious statements of misinformation were included. I am certain that you will want Newsweek readers to have the correct information on these. This is particularly important, since the erroneous information may seriously affect educational programs for blind children and the attitudes of parents and educators.

The first of these is a quotation which was given regarding how New Jersey began this work. The statement attributed to me is one which I did not make and which is false. As I am sure all "school authorities" will agree, from the establishment of the first program for the education of blind children in the public schools of New Jersey forty-eight years ago, to the present time when ninety per cent of the visually-handicapped children receive their education in schools with those with normal vision, development of the program has been a result of the persistent efforts of the Commission for the Blind and of special educators of blind and partially-seeing children.

Although, fortunately, there has been excellent cooperation between local school systems and the Commission for the Blind, neither has tried "to take sightless children out of institutions." During the past fifteen years, a steadily increasing number of blind children from New Jersey has attended boarding schools for the blind. During this period, the number of blind children attending their local schools with those with normal vision has increased in greater ratio. This is possible because of the relatively small geographical area of this State. Since the program for the education of blind children is based upon a consideration of the individual needs of the child at the time, many children attend both boarding and day schools during the course of their educational career. We do not believe that a program in a public school is necessarily a more "normal school life" than one in a boarding school for the blind. We believe that, in so far as possible, the program which will best meet the child's particular needs at the particular time should be selected. Fortunately, New Jersey, throughout its history, has been able to provide for a selection of facilities according to the child's needs.

The second piece of misinformation concerns the work of the special instructor from the Commission for the Blind who was quoted as visiting six communities and teaching 80 blind children. The special teacher of blind children

gives the special instruction to **eight** blind children in six communities. Also, her statement regarding the Braille readers was, "some Braille readers make fewer mistakes in comprehension than do others . . ." (meaning other Braille readers, or those who require large print.)

In my contacts with the researcher and writer, both in written statements and verbally, I tried to emphasize the fact that education of blind children with those with normal vision was not advisable unless there was available to them, a trained teacher of blind children, and unless they had adequate special materials of all types and identical textbooks in Braille. I also emphasized the tremendous part played in this total program by volunteers, such as members of the National Braille Club, who devote many hours to a highly skilled service in preparing books in Braille or on sound recording.

Sincerely yours,
COMMISSION FOR THE BLIND
Josephine L. Taylor
Director of Educational Services

The editors of *Newsweek* are not the only ones who probably need to blush with embarrassment at an error or so in their pages. We, the editors of *The Journal*, wish to very humbly apologize to Dr. Berthold Lowenfeld, Superintendent of the California School for the Blind, for a serious omission in the book review he wrote, at our request, for the March, 1958 issue on BLINDNESS IN CHILDREN, by Miriam Norris. One entire page of his manuscript was left out, and undoubtedly caused many to be puzzled. Dr. Lowenfeld casually mentioned this in a recent letter to the editor (almost a year later) and wished us "continued success" in putting out *The Journal*. Perhaps he should have wished us "a little *more* success" with our publication, but we certainly appreciate his graciousness. All editors have their woes.

Editors also have their peevish problems—and one of mine, which I hope future writers for the magazine will note, is receiving very good material, but *not* in good manuscript form. *All* manuscripts should be *double spaced* and neatly typed. Occasionally we receive a very good study (thesis, term paper, or what-not), but it is not in proper form for our typesetter. Many such papers need considerable revision and perhaps condensation before being ready for publication. It is far better that the author do this, and write the ideas he wishes published. *The Journal* editor, though paid to "edit" the magazine, does not always know what the writer wants said, or in what form he wants it recorded. Revision of material for publication takes considerable time and thought, which we hope will not cause us to lose certain manuscripts which we send back for revision and/or condensation. It is our idea that the *time* should be spent by the writer, and his *thoughts* are certainly more likely to convey the proper ideas than the editor's.

V. R. Carter, Editor
The International Journal for the Education of the Blind

WHERE TO WRITE

Below are listed the sources for obtaining the quickest information about:

Submission of Manuscripts and Announcements for Publication—Mr. V. R. Carter, Editor, International Journal for the Education of the Blind, RFD #5, Muskogee, Oklahoma.

Dates to Remember—Miss Marjorie S. Hooper, Managing Editor, International Journal for the Education of the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky. (*The Journal* solicits advance information on the dates and location of workshops, institutes, conferences, etc., which would be of interest to our readers.)

Subscriptions and Reprints—Miss Marjorie S. Hooper, Managing Editor, International Journal for the Education of the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky.

AAIB Regional Workshops and Institutes—Miss Lois V. Cox, First Vice-president, American Association of Instructors of the Blind, C/o Maryland School for the Blind, Overlea 6, Maryland. (All school superintendents and others are urged to consult with Miss Cox when making plans for such regional workshops or institutes, and to report expected dates of the conferences.)

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